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ABSTRACT

This curriculum guide is designed as a comprehensive study for second-year consumer and homemaking students. (It is a revision of ED 146 403.) Contents include eight sections and 22 instructional units, as follows: (1) leadership development (leadership development and responsibility), (2) career exploration (obtaining a job, progress on the job), (3) clothing and textiles (labeling, fabrics and textiles, wardrobe planning, buying ready-to-wear garments, garment construction), (4) foods and nutrition (meats, pastry, yeast breads, fruits, vegetables, salads), (5) child development (preschool-age children), (6) housing and home furnishings (organizing a kitchen, living space arrangement), (7) personal and family relationships (personal development, human relations), and (8) consumer education (using banking services, establishing credit, buying practices). Each instructional unit contains some or all of the following: unit objective: specific objectives: suggested activities for instructor, including instructional materials needed, unit references, and additional materials: information sheets (providing content essential for meeting the cognitive objectives of the unit): assignment sheets: visual aids: job sheets (list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill): tests: and test answers. (YLB)

ED194701

VOCATIONAL HOME ECONOMICS EDUCATION

HOME ECONOMICS II

Basic Core

Written by
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Stillwater, Oklahoma
1973

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1980

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Developed by the Curriculum and Instructional Materials Center
For the Division of Vocational Home Economics
Joyce Thompson, Acting State Supervisor
OKLAHOMA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION
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HOME ECONOMICS II
BASIC CORE

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FOREWORD

We believe that the most effective way to improve vocational education is through the development and utilization of a good, sound instructional materials delivery system. This package of instructional materials is designed to provide a basic core of instruction in vocational home economics. We feel that *Home Economics II: Basic Core* will expedite program uniformity, set minimum program standards, and provide a means for a higher level of student and teacher accountability in this state.

Home Economics II: Basic Core is a comprehensive study designed for second-year consumer and homemaking students. The content of *Home Economics II: Basic Core* builds upon the foundation set in *Home Economics I: Basic Core*. This comprehensive study is intended to increase basic knowledge and skills in clothing and textiles, child development, housing and home furnishings, consumer education, personal and family relationships, and foods and nutrition. Attention is also focused toward assisting students with career exploration and developing leadership.

It is believed that this resource will afford each home economics teacher an opportunity to provide a stronger program through its use. As teachers implement these materials in the classroom, the students will be better prepared to assume roles in the occupation of homemaking. It is our belief that the total vocational home economics program will benefit through the use of *Home Economics II: Basic Core*.

Francis T. Tuttle, State Director
State Department of Vocational and
Technical Education

Joyce Thompson, Acting State Supervisor
Home Economics Education

PREFACE

Declining potential enrollment . . . unsteady national economy . . . new breed of students . . . combining to provide challenges for home economics educators. Second-year consumer and homemaking students must be provided with an essential, updated curriculum that is much more than "warmed-over Home Ec I." Undoubtedly, *Home Economics II: Basic Core* will assist you in meeting these challenges.

The revision of *Home Economics II: Basic Core* was initiated under the competent leadership of Miss Nedra Johnson, Home Economics State Supervisor. Following her death, the development of this product continued with a fantastic "team" of people dedicated to updating technical content, providing more "hands-on" experiences for the students, and promoting sex-fair education.

Home Economics II: Basic Core has its "roots" in *Home Economics I: Basic Core*. Just as a seedling needs sunlight, water, cultivation, and nutrients, the information and skills in *Home Economics II: Basic Core* need to be motivated, localized, and personalized. With *Home Economics II: Basic Core*, more can be taught in less time enabling students to be better prepared to accept their roles as consumers and homemakers.

Home Economics II: Basic Core can be likened to a planted seed. It is up to you to see that it is nurtured to maturation. Remember . . .

> "Even the greatest creations start from small seeds."

Debbie Truitt
Home Economics Curriculum Specialist

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USE OF THIS PUBLICATION

Instructional Units

Home Economics II: Basic Core includes eight sections and twenty-two instructional units. A standard format was established in 1970 for development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components which form a unit of instruction: performance objectives, suggested activities for teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on the specific objectives, transparency masters, assignment sheets, and job sheets may or may not be included in the unit of instruction.

All of the unit components "zero in" toward measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching-learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help him or her determine:

A. Amount of material that can be covered in each class period
B. Skills which must be demonstrated
    1. Supplies and equipment needed
    2. Amount of practice needed
    3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important that the teacher and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms which may have been used in this material:

A. Name--The individual supplies a name for objects, events, or people

Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

B. Identify--The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule--The individual communicates a relationship or principle which could be used to solve problems or perform a task

D. Apply a rule--The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe--The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish--The individual selects an object or event from two or more which are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order--The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct--The individual makes a physical object, a verbal statement, or a drawing

(NOTE: Construct is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate--The individual performs several operations necessary to carry out a specified process

(NOTE: Demonstrate is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis) assemble, (dis) connect

The objectives should be provided for students and stressed throughout the teaching-learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may be also used as a quick pretest to determine prior knowledge of students and if further study or activities are necessary. Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the teacher should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in teacher material. The suggested activities page assists teachers during the preparation stage of the teaching-learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units so supplemental materials can be obtained, audio-visual materials prepared, and outside resources contacted. Duties of the teacher will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the teacher to supplement her or his knowledge of the subject area or to help students with particular interest or occupational objective in the area covered.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, and provide motivation for each unit.

Transparency Masters (white pages in teacher material and green in student material)

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. It is recommended that teachers stand away from the overhead projector when discussing transparency material to avoid speaking too loudly.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or teacher for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

A teacher should demonstrate to students the procedures outlined in each job sheet. Furthermore, the teacher needs to localize the job sheet accordingly to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Tests (yellow pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper-pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, eighty-five percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the "paper-pencil" score along with teacher evaluations of student demonstrations of the desired skills.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the teacher in evaluation of student performances.

Page Numbering

Each publication from the Curriculum and Instructional Materials Center is assigned a specific abbreviation. For example, *Home Economics II* has been abbreviated HE II. The units are then numbered consecutively within each section. An example of a page number is HE II - 1-A. Since CIMC publications are loose leaf, this system of page numbering was adopted so pages from different manuals would not get mixed up.

Methods of Disseminating Material

Material may be given out a unit or page at a time to keep the material before the students always new. Some teachers ask students to furnish a three-ring binder for the units while studying a particular unit. This is more convenient for taking the material home to study. Each unit is then placed in the larger binders upon its completion. The large binders may be purchased at cost from the CIMC. Some teachers have stored the materials by units in filing cabinets or boxes until needed for use. All the units may be given out at once if desired.

Student materials should be provided for each student for best results. They may be purchased in-state for less than a teacher can reproduce the materials, especially when the teacher's time is considered. Student materials contain everything but the test answers, answers to assignment sheets, and suggested activities. The tests are collated all together at the back of student material and should be removed and stored until needed. The students should be allowed to take their materials home at the end of the year.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

LEADERSHIP DEVELOPMENT AND RESPONSIBILITY
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to develop leadership skills. The student should also be able to accept responsibility as a group member. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with leadership development and responsibility to the correct definitions.
2. Match roles found in groups to correct descriptions.
3. Select from a list common errors that influence opinions.
4. State reasons for becoming a good leader.
5. Describe how to become a good leader.
6. Distinguish between styles of leadership.
7. Describe how a leader gives effective instructions.
8. Select from a list statements about how to effectively correct another person's mistakes.
9. Describe how a leader solves problem situations in a group.
10. Name places where leadership skills may be used.
11. Complete a production simulation.
12. Evaluate leaders within your school and community.
13. Rate yourself as a leader.

LEADERSHIP DEVELOPMENT AND RESPONSIBILITY
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Order films, filmstrips, and games planned to supplement unit.

   B. Make transparency.

   C. Provide student with objective sheet.

   D. Provide student with information and assignment sheets.

   E. Discuss unit and specific objectives.

   F. Discuss information and assignment sheets.

   G. Adapt materials for special needs students.

   H. Give pretest using objective sheet.

   I. Write the word *LEADERSHIP* on the board and have the class add words which describe a good leader.

   Example:

```
S
E             T
L E A D E R S H I P
F N M     E   O   O
C T B     S   U   S
O H I     P   G   I
N U T     O   H   T
T S I     N   T   I
R I O     S   F   V
O A U     I   U   E
L S S     B   L
  T       L
  I       E
  C
```

   J. Make a bulletin board and/or mobile on the steps to becoming a good leader, leadership characteristics, styles of leadership, and/or steps in problem solving.

   (NOTE: Flip charts and posters would also be a good way to present the information visually.)

   K. Make a crossword puzzle and/or word hunt over roles found in groups, common errors in evaluating persons, or other key words in the unit.

L. Invite representatives from various organizations and city government to form a panel discussion about their organizations' goals, projects, and structure, and about the leadership skills that are needed in their types of organizations.

M. Have students role-play leadership styles. Discuss each of these leadership styles upon completion.

N. Prepare index cards with illustrations taken from Objective #2 on them. Hand out these cards at random as students come into your class. As you introduce these terms have the student stand and give the example. This will assist in introducing each of the roles found in groups.

O. Stress the importance of parliamentary procedure to leadership.

(NOTE: See the "Parliamentary Procedure" unit in *Home Economics I: Basic Core.*)

P. Arrange for a study tour to city hall to observe city government working.

Q. Encourage students to study their own city government to identify the form of government that their community has.

R. Invite state representative or senator to class as a guest speaker.

S. Study Assignment Sheet #1 before having students complete. Gather materials necessary before assigning.

T. Relate entire unit to the development of leadership skills in your own FHA-HERO chapter.

U. Complete Assignment Sheet #1 at an FHA-HERO chapter meeting.

V. Give test.

W. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency master--TM 1--Leadership

D. Assignment sheets

1. Assignment Sheet #1--Complete a Production Simulation

2. Assignment Sheet #2--Evaluate Leaders Within Your School and Community

3. Assignment Sheet #3--Rate Yourself as a Leader

E. Test

F. Answers to test

III. Unit references:

A. Sawatzky, Joyce. *Family Living.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

B. Nelson, Frank W. *Group Instruction for Cooperative Programs.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

IV. Films:

(NOTE: Only Oklahoma teachers may order films on a free-loan basis from the State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers may purchase films from the addresses listed below.)

A. "Is It Always Right to be Right?" Available from Roundtable Films, 113 San Vicente Blvd., Beverly Hills, California 90211.

B. "You Pack Your Own Chute." Available from Romic Productions, 58 West 58th Street, New York, New York 10019.

C. "A Day in the Life of Bonnie Consolo." Available from Arthur Barr Productions, Inc., Post Office Box 7-C, Pasadena, California 91104.

LEADERSHIP DEVELOPMENT AND RESPONSIBILITY
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Leader--Person with the ability to inspire confidence and draw others near

(NOTE: A leader may or may not be the same person who has been given the authority to carry out the duties and responsibilities of an organization.)

B. Autocratic--Type of leadership where one person rules with unlimited authority

C. Democratic--Type of leadership where authority is shared by many people rather than one person alone

D. Cynicism--Basic distrust in other's motives

E. Follower--Person who works well with others but does not take the initiative

F. Delegation--Process of giving a job or task to someone else

G. Prejudices--Judgements, ideas, or opinions that are formed before actual knowledge or experience

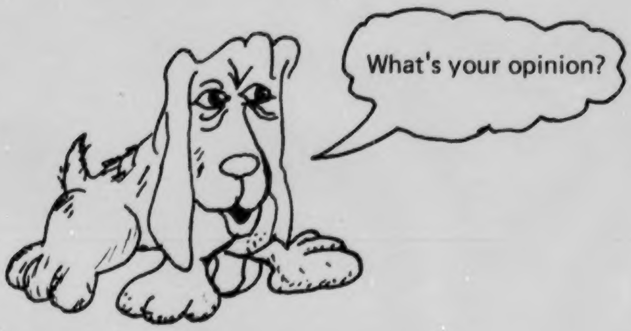
II. Roles found in groups (Assignment Sheet #1)

A. Initiator/contributor--Suggests or proposes new ideas or changes to the group

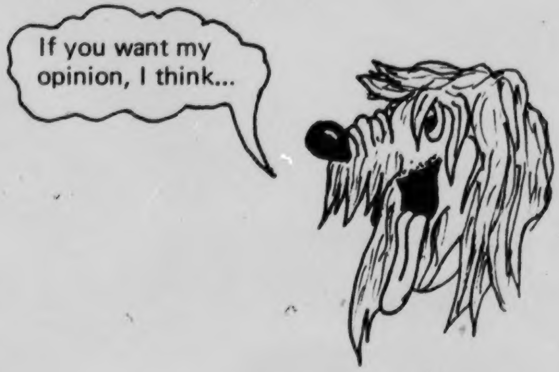
Folks, why don't we do this...

INFORMATION SHEET

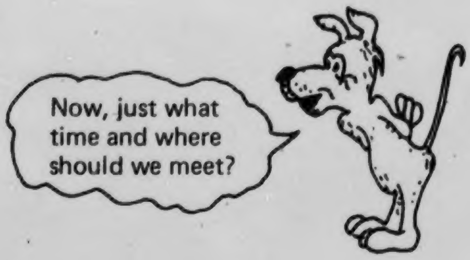
B. Opinion-seeker--Asks not only for the facts, but for others' beliefs


What's your opinion?

C. Opinion-giver--Often states own beliefs and views

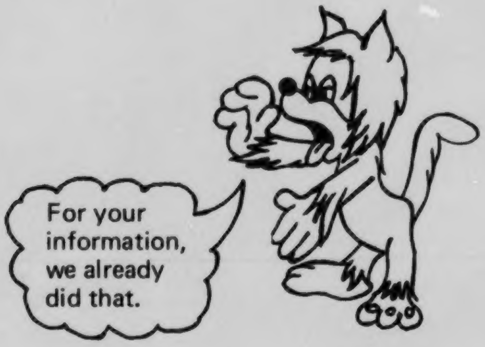

If you want my opinion, I think...

D. Information-seeker--Asks for facts and suggestions to be made clearer

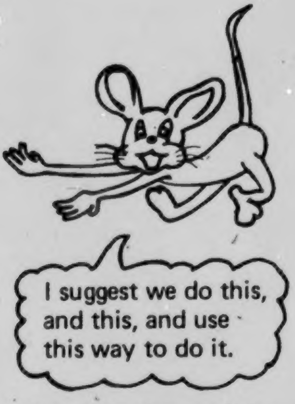

Now, just what time and where should we meet?

INFORMATION SHEET

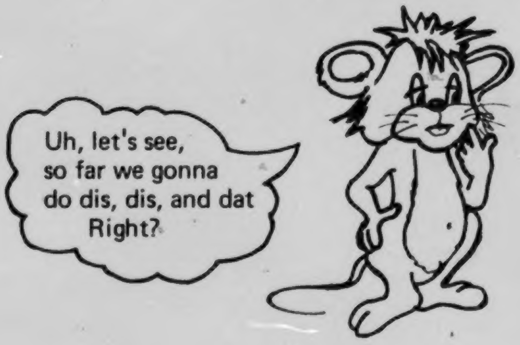
E. Information-giver--Offers facts to the group which are related to experience


For your information, we already did that.

F. Elaborator--Spells out suggestions with examples, offers a reason for suggestions, and tries to figure out how any idea or suggestion might work

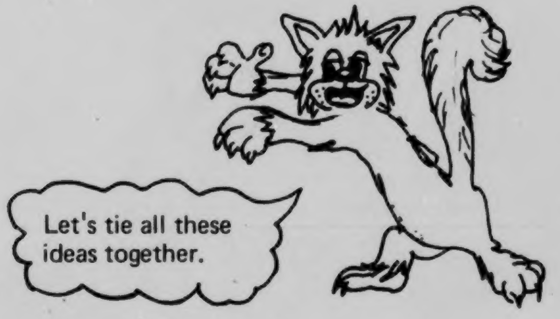

I suggest we do this, and this, and use this way to do it.

G. Summarizer--Pulls ideas together so the group might see how progress is coming along

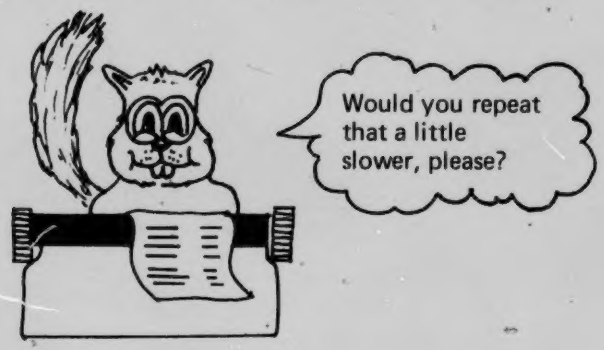

Uh, let's see, so far we gonna do dis, dis, and dat Right?

INFORMATION SHEET

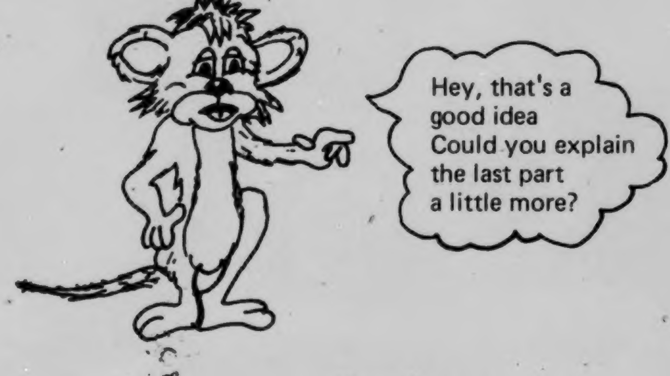
H. Integrator--Tries to pull key points from several ideas and show what they have in common


Let's tie all these ideas together.

I. Recorder--Writes down suggestions and group decisions


Would you repeat that a little slower, please?

J. Encourager--Praises, agrees with, and accepts the contributions of others; is able to draw out other people and make them feel that their ideas are important and worth listening to


Hey, that's a good idea Could you explain the last part a little more?

INFORMATION SHEET

K. Compromiser--Reevaluates own position and offers to come halfway

Instead of having
cheese every day,
let's have it
every other day

L. Follower--Person who works well with others but does not take the initiative

I'll go along
with that

M. Dominator--Tries to assert authority or superiority over the group or certain members of the group

Well, I am the president
of the group and a good
friend of the boss...

INFORMATION SHEET

N. Blocker--Tends to be negative to all ideas

O. Anecdotist--Recalls incidents unrelated to the group, often going into great detail about past experiences

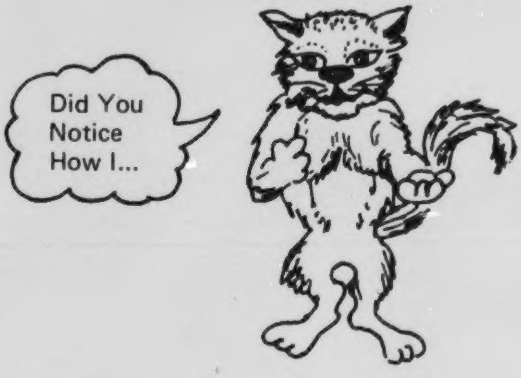
I Recall Back in 1957 When...

P. Lobbyist--Speaks for a specific point of view; usually expresses ideas and opinions which best fit a specific cause

Let's Not Forget The Rights of Mongloian Yak Producers.

INFORMATION SHEET

Q. Recognition-seeker--Attempts to call attention to self or to own activities and accomplishements



R. Distractor--Displays behavior that interferes with group processes

(NOTE: Activity may take the form of horseplay, cynicism, fooling around with gadgets, or other forms of distracting behavior.)

INFORMATION SHEET

III. Common errors that influence opinions

(NOTE: It is not easy to be objective in forming opinions of others such as group members, coworkers, or group leaders.)

A. Personal feelings

Examples: The FHA president, who selects personal friends for key assignments

A classmate just went out with the person who had been dating the FHA project chairperson; this classmate was left out of the next FHA activity

B. Isolation

Example: People who keep to themselves because of reasons such as shyness or lack of self-confidence, may be overlooked or left out of activities; these people are often mistaken as snobs

C. Halo effect

(NOTE: The halo effect is an idea one has of another that this person is perfect and can do no wrong.)

Example: The best athlete in school often makes good grades without trying

D. Talking a good game

Example: People who are better talkers about work than they actually are

IV. Reasons for becoming a good leader

A. Provides needed skill

B. Is challenging

C. Creates respect for others

D. Helps individual to mature

E. Improves living conditions

V. How to become a good leader (Assignment Sheet #2)

(NOTE: Leaders are made, not born.)

A. Study qualities of a good leader

B. Evaluate strong and weak points in oneself

INFORMATION SHEET

C. Become a good follower

(NOTE: It is important to become a good follower before becoming a good leader.)

D. Develop a plan for becoming a leader

VI. Styles of leadership (Assignment Sheet #2)

(NOTE: The most successful leader uses all three types of leadership, depending on the circumstances and the people involved. The person who uses only one style will have trouble, due to the differences between people in the group. Certain types of people require different types of leadership.)

A. Autocratic

1. Used most effectively with hostile or insecure persons or in a binding situation
2. Leader does all planning, organizing, controlling, and coordinating
3. Gives more emphasis to getting the job done than to the feelings of others
4. Others are supervised closely

B. Democratic

1. Used best with cooperative persons and established employees and methods
2. Shows consideration for others
3. Listens to and uses good ideas from others
4. Is characterized by general supervision
5. Defines goals and lets coworkers use some judgement about how to do the job
6. Checks with coworkers regularly to reward or make necessary corrections
7. Requires knowing coworkers well enough to know when this style of leadership can be used

C. Free rein

1. Used best with persons who can assume the responsibility of working alone
2. Passes on information and directions from higher authority
3. Depends entirely on others to get the job done

INFORMATION SHEET

VII. How a leader gives effective instructions (Assignment Sheet #1)

A. Gives information in a clear manner

(NOTE: The leader prepares in advance how to give the information in the best possible way.)

1. Asks politely for the orders to be repeated

2. Gives examples and demonstrations

3. Numbers or letters the steps

B. Avoids unnecessary details

C. Gives complete information

Examples: Who, What, When, Where, Why

D. Gives standards of excellence needed

E. States information in a positive manner

(NOTE: Does not shout.)

F. Summarizes and repeats important points

VIII. How to effectively correct another person's mistakes (Assignment Sheet #1)

(NOTE: Corrections should only be made to secure better performance, not for personal reasons.)

A. Say something positive

B. Be tactful

(NOTE: Think before speaking.)

C. Make remarks specific

Example: Say, "The work needs to be checked before you turn it in for spelling errors." Don't just say, "You should be more careful."

D. Relate criticism only to the job or activities which affect performance

(NOTE: Avoid criticism if at all possible.)

INFORMATION SHEET

IX. Ways a leader solves problem situations in a group (Assignment Sheet #1)

(NOTE: These are different ways to handle problems. You would not always use all of the methods at one time.)

A. People who talk too much--Cut across their talk with a summarizing statement and direct a question to someone else

B. People who are too helpful, too quickly

1. Tactfully throw a question to someone else
2. Be sure they understand that you appreciate their help

   Example: "Thank you. Let's get some other opinions."

3. Ask them to summarize facts

C. People who ask leader for opinion

1. Redirect question to the group
2. Be honest if the answer is not available

D. People who just want to listen--Use direct, leading questions that require more than a "yes" or "no" answer

E. People who are shy and/or hesitant

1. Ask direct questions they can answer
2. Ask for their opinion
3. Build them up in the eyes of others in the group

F. People who carry on their own conversation on the side

1. Pause and let others listen to the conversation
2. Ask if they are finished
3. Draw them into your discussion by asking their opinion

G. People not willing to help others

1. Tell them how much the group would benefit from their experience
2. Draw them out on a few things
3. Thank them for participating

INFORMATION SHEET

H. People with poor voice or choice of words
    1. Repeat their ideas in your own words

       Example: "In other words, you mean . . . "

    2. Protect them from ridicule

I. People definitely contrary to group thought--Say, "Well, that's one way of looking at it" and then go on

J. When personalities clash
    1. Cut into the conversation with a direct question on the topic
    2. Bring another member into the discussion
    3. Frankly ask that personalities be left out

K. People who ramble on and on
    1. When they stop to breathe, thank them
    2. Rephrase one of their statements and pass on

L. People who argue
    1. Ignore the people who seemingly are trying to disrupt the meeting
    2. Recognize legitimate objections
    3. Talk to them privately and ask their help
    4. Ask them to drop out only as a last resort

M. People who are stubborn in wanting their own way about everything
    1. Try to get others to help them see the point
    2. Tell them to see you after the meeting and then proceed

N. People who bring up personal problems--Relate their problem if it is appropriate and pertains to the topic

O. People who bring up wrong subject--Say, "That's outside the scope of this discussion; perhaps we could take it up at a later time"

P. People who complain about management and leadership
    1. Don't waste too much time on management gripes
    2. Tell them the problem you are trying to solve is how best to operate under the present system

INFORMATION SHEET

X. Places where leadership skills may be used

(NOTE: The purposes and activities of many organizations overlap into several areas. The differences often exist only in membership requirements and in the origin of the organization. A large number of the organizations also include social activities in their program of work.)

A. Work

Examples: Supervisor, coworkers, union member

B. School

Examples: VICA, DECA, FBLA, FFA, FHA-HERO, HOSA, student council, AIASA, 4-H

C. Church

Examples: Youth group, boards, committees

D. Civic/service clubs

Examples: Kiwanis, Lions, Rotary, Exchange, Jaycees, Masons, Knights of Columbus, Shriners, Odd Fellows, Demolay, Rainbows, Eastern Star, Elks Lodge, Moose Lodge, Young Homemakers Organization

D. Economic organizations

Examples: Chamber of Commerce, cooperatives, Cattlemen's Association

F. Professional organizations

Examples: Business and Professional Women, American Medical Association, American Association of University Women

G. Charitable organizations

Examples: United Way, Red Cross, March of Dimes, American Cancer Society

H. Advisory committees

Examples: Vocational program advisory committee, advisory committee for community improvement projects

I. Special interest groups

Examples: Veterans of Foreign Wars, American Legion, county fair board, Fraternal Order of Police, ecology groups, Alcoholics Anonymous, Weight Watchers, Ala-Teen

INFORMATION SHEET

J. Political organizations

Examples: Republicans, Democrats

K. Support groups

Examples: Parent-Teacher Association, band boosters, alumni groups

L. Age-oriented groups

Examples: Scouts, senior citizens groups

M. Athletic groups

Examples: Riding clubs, ski clubs, little league baseball

N. Arts

Examples: Theater groups, arts and humanities councils

O. Hobby groups

Examples: Flower club, stamp collectors' clubs

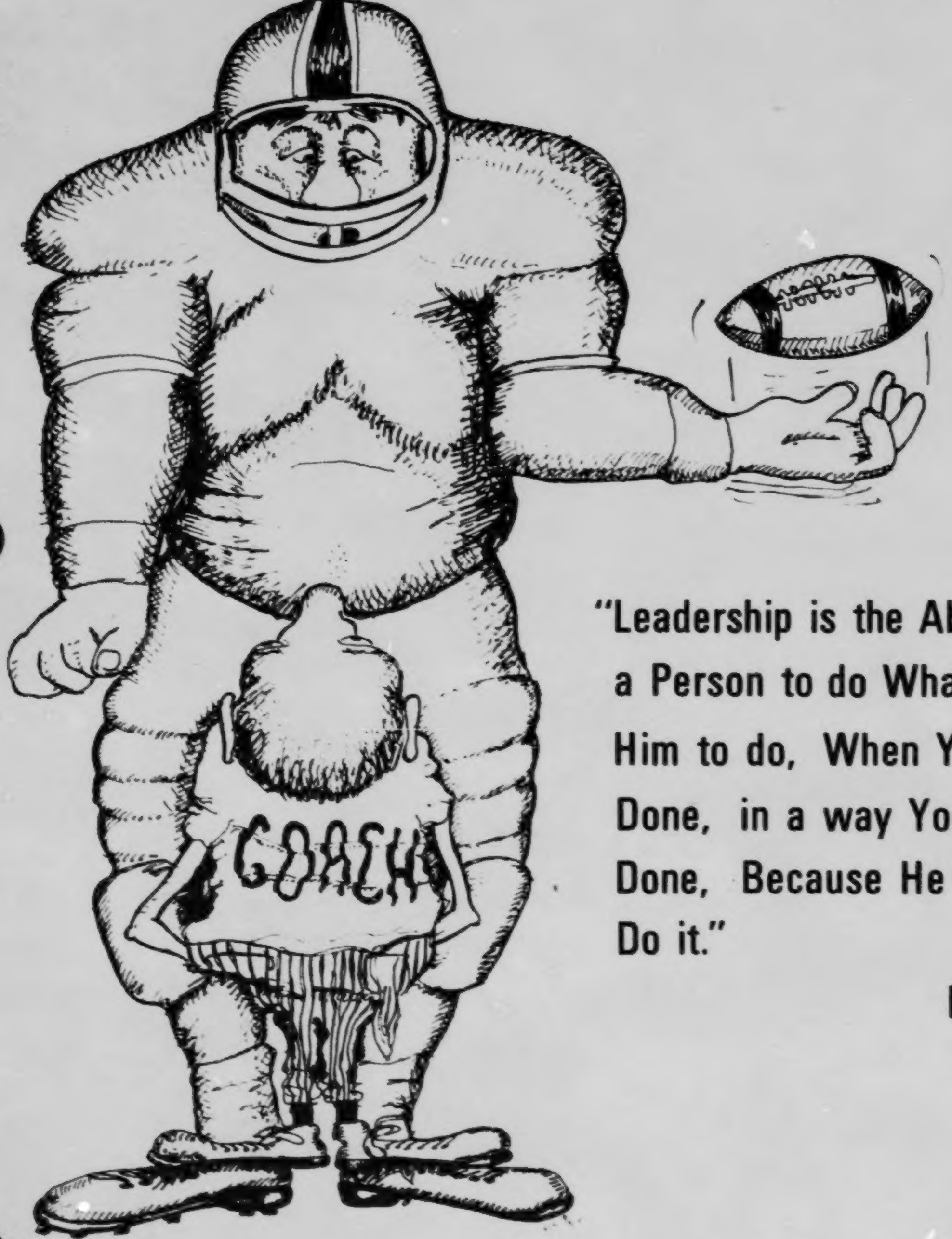
P. Social organizations

Examples: Country club, Rainbow, Demolay, fraternities, sororities

Q. Government

Examples: Precinct meetings, campaign office, student council, Young Democrats, Young Republicans

Leadership



"Leadership is the Ability to Get a Person to do What You Want Him to do, When You Want it Done, in a way You Want it Done, Because He Wants to Do it."

Eisenhower

LEADERSHIP DEVELOPMENT AND RESPONSIBILITY
UNIT I

ASSIGNMENT SHEET #1--COMPLETE A PRODUCTION SIMULATION

NAME________________________________ SCORE ______________

(NOTE: To be most effective, this simulation should be repeated in five-minute time intervals four times during one class period.)

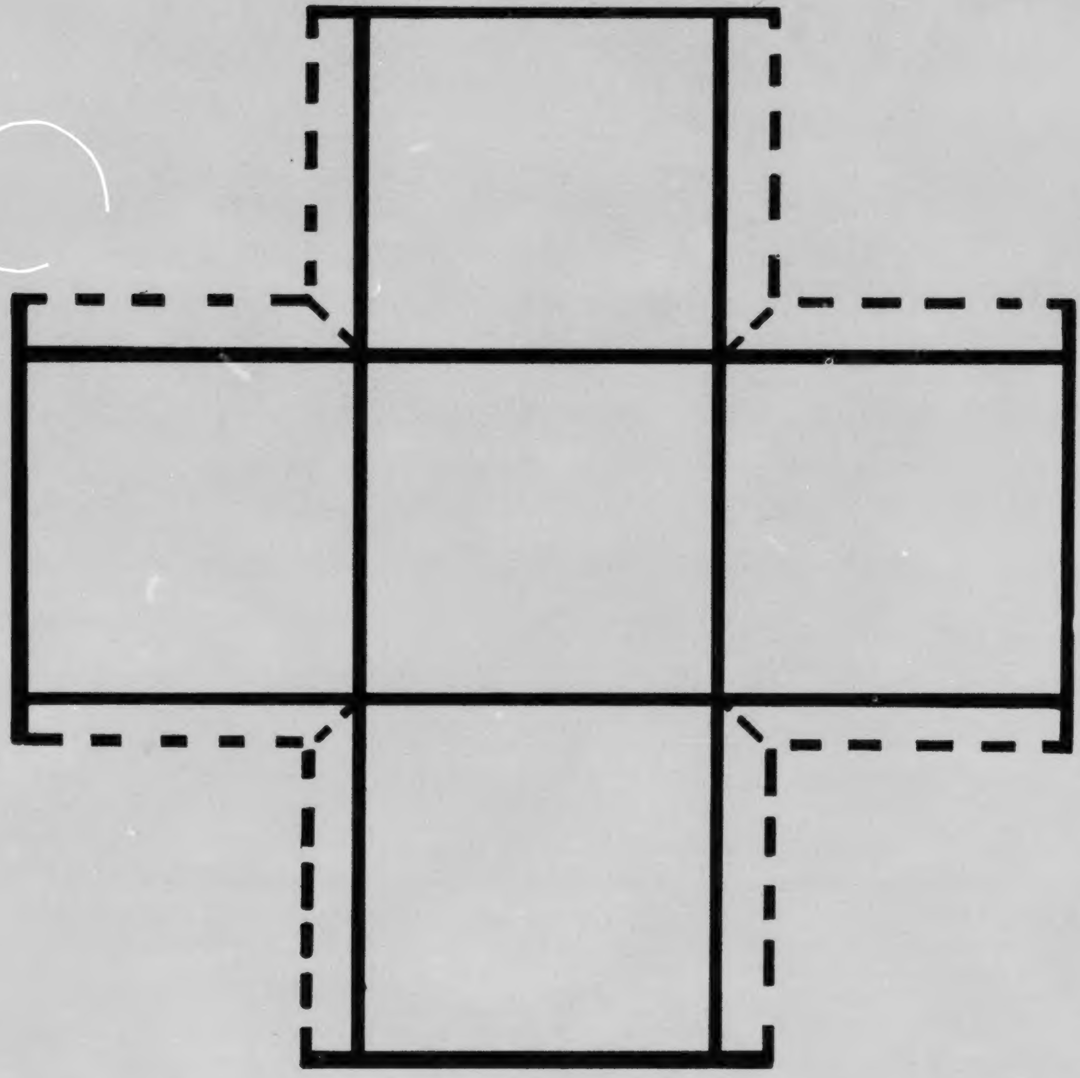
PART I

Divide into groups of approximately six to eight persons. Each group should have the following materials: one pair of scissors, one roll of tape, and about five sheets of construction paper. Each group is to make boxes. Each team should decide on a "company name" and elect a supervisor. Have your instructor show you how to make construction-paper boxes using the pattern on the following page.

COMPANY NAME ____

SUPERVISOR ____

ASSIGNMENT SHEET #1



ASSIGNMENT SHEET #1

PART II

Set goals for your "company" for the number of boxes you plan to produce during each five-minute period.

	NUMBER OF BOXES	
	GOAL	PRODUCED
Period #1		
Period #2		
Period #3		
Period #4		

(NOTE: The instructor records the goals and actual achievements on the chalkboard. The instructor also serves as the "quality control department" and should not accept poorly constructed boxes. Also, the instructor should remind the "companies" that the number of boxes produced does not count until they have been delivered to the instructor. After a few five-minute periods, the companies should be setting and achieving realistic goals.

ASSIGNMENT SHEET #1

PART III

Have the "supervisor" draw slips of paper which have problems written on them before you begin each 5 minute session.

Examples: Employees strike (do not allow anyone to work the first two minutes of the next round)

Two employees do not show up for work (two players are taken out of the team)

Two employees are late for work (two players sit out the first minute of the next round)

Equipment was not properly cared for and, consequently, "broke down" (team cannot use the scissors for the first two minutes of the next round)

Shortage of raw materials (reduce the amount of construction paper available)

Equipment was not properly cared for and, consequently, "broke down" (team cannot use tape for first minute of the next round)

ASSIGNMENT SHEET #1

PART IV

Play "Ecology" after "Production Game" in order to clean up the scraps of paper on the floor and in the work area

After completing the activity answer the following questions.

1. Did some planning, assessing, organizing, delegation, or specialization take place?

   ____

   ____

2. What roles did you see in each group?

   (NOTE: Use information sheet as a guideline.)

   ____

   ____

   ____

3. Was there a display of good leadership qualities such as tactfulness, enthusiasm, encouragement, discipline, giving instructions, or cooperation?

   ____

   ____

4. What happens when someone is absent or just doesn't show up to complete their responsibilities, such as the person not allowed to begin the game?

   ____

   ____

   ____

5. What happens when the working conditions are not adequate, such as when the scissors are not used or two minutes?

   ____

   ____

ASSIGNMENT SHEET #1

6. What happens when members of the group are late or do not have a good time schedule to follow in completing the task, such as the people who quit working for one minute?

7. What happens when human and material resources are not used efficiently?

8. Was the person who had the idea for what to make the same person who did the cutting and/or taping? Was it the same person who provided encouragement and enthusiasm? Are all roles in the group important? Would the same people always play the same roles regardless of the group's goal or task?

9. Was there anyone in the group who willingly or unwillingly did not participate? If so, what could be done to use everyone's talents?

LEADERSHIP DEVELOPMENT AND RESPONSIBILITY
UNIT I

ASSIGNMENT SHEET #2--EVALUATE LEADERS WITHIN YOUR SCHOOL AND COMMUNITY

NAME ______________________________ SCORE ______________

The goal of FHA is to help you assume your roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement. As you become involved in your local FHA-HERO chapter and have the opportunity to assume these roles and observe and develop leadership skills, evaluate leaders within your school and community. Select three people in your school that you think are good leaders. These people might be officers in your local FHA-HERO chapter, FFA chapter, or student council. Also select three people in your community that you view as being good leaders. These people might be your mayor, county commissioner, or even an officer in a civic club. In the spaces provided, record their names and leadership traits that you feel each has. Interview each of the people you have identified to assist you in answering the questions that follow.

PART I

1. Select three individuals in your school who appear to you to be good leaders. List three leadership traits that you believe each individual possesses.

	NAME	LEADERSHIP TRAITS
a.	______________________	1) ______________________
		2) ______________________
		3) ______________________
b.	______________________	1) ______________________
		2) ______________________
		3) ______________________
c.	______________________	1) ______________________
		2) ______________________
		3) ______________________

ASSIGNMENT SHEET #2

2. Select three individuals in your local community who appear to you to be good leaders. List three leadership traits that you believe each individual possesses.

	NAME		LEADERSHIP TRAITS
a.		1)	
		2)	
		3)	
b.		1)	
		2)	
		3)	
c.		1)	
		2)	
		3)	

3. What leadership traits are common to all of these people?

4. What traits were not common to all of the leaders?

ASSIGNMENT SHEET #2

5. To what do each of the people identified attribute their ability to be good leaders? Refer back to #1 and #2.

   Examples: Inborn, learned, through formal training

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

   f. ______________________________

6. What style of leadership is shown by each leader? Refer to objective #5.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

   f. ______________________________

ASSIGNMENT SHEET #2

PART II

Most communities within a state have some form of city government. The leadership positions in each community will vary according to form and population. These positions may be appointed or elected. These are the people who represent you in city government and should be contacted about your concerns. Survey your community to list the leadership positions which exist in your city government. Next, identify those people who fill these positions.

POSITION	NAMES
Examples: Mayor, city commissioners, city manager	
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
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______________________	______________________

LEADERSHIP DEVELOPMENT AND RESPONSIBILITY
UNIT I

ASSIGNMENT SHEET #3--RATE YOURSELF AS A LEADER

NAME ______________________________ SCORE ______________

Serving in a leadership role, such as an FHA-HERO officer, can be fun and challenging. It can also be frightening depending on your self-confidence and experience. Leaders tend to exhibit certain personality characteristics. Complete the following self-rating scale. Use the key at the end of this assignment to see how you rate and to determine areas in which you need help.

Circle the appropriate number following each trait:

4--outstanding

3--above average

2--average

1--poor

Total your score after completing the questions. You may want a classmate to rate you to see if the evaluations are the same.

	Poor	Average	Above Average	Outstanding
1. Do I maintain a well-groomed appearance?	1	2	3	4
2. Do I delegate duties?	1	2	3	4
3. Is my posture alert and poised?	1	2	3	4
4. Is my disposition cheerful?	1	2	3	4
5. Am I patient?	1	2	3	4
6. Do I exert positive leadership?	1	2	3	4
7. Am I generally thoughtful of the feelings of others?	1	2	3	4
8. Is my enthusiasm sincere and contagious?	1	2	3	4
9. Do I keep trying until I achieve success?	1	2	3	4
10. Am I sincere in my interest in other people?	1	2	3	4

ASSIGNMENT SHEET #3

		Poor	Average	Above Average	Outstanding
11.	Am I working to get ahead?	1	2	3	4
12.	Do I get along well with others?	1	2	3	4
13.	Do I react well to criticism?	1	2	3	4
14.	Do I remember names and faces?	1	2	3	4
15.	Am I always on time?	1	2	3	4
16.	Am I cooperative?	1	2	3	4
17.	Am I free from prejudice?	1	2	3	4
18.	Do I know how people react in most situations?	1	2	3	4
19.	Am I generally a good listener?	1	2	3	4
20.	Do I refuse to be hurt by what other people say?	1	2	3	4
21.	Can I criticize without giving offense?	1	2	3	4
22.	Do I usually like people for what they are, or do I wait to see if they like me?	1	2	3	4
23.	Do I enjoy being part of a group?	1	2	3	4
24.	Am I reliable?	1	2	3	4
25.	Can I adapt myself to all situations?	1	2	3	4
26.	Am I easily discouraged?	1	2	3	4
27.	Do I apply myself to the problems of each day?	1	2	3	4
28.	Can I make a decision quickly and accurately?	1	2	3	4
29.	Am I loyal to my supervisors and associates?	1	2	3	4
30.	Do I try to get the other person's point of view?	1	2	3	4

ASSIGNMENT SHEET #3

		Poor	Average	Above Average	Outstanding
31.	Am I neat and clean in my work?	1	2	3	4
32.	Do I know where I make my mistakes, and do I admit them?	1	2	3	4
33.	Am I looking for chances to serve others better?	1	2	3	4
34.	Am I following a plan for improvement and advancement?	1	2	3	4
35.	Can I accept honors and advancements and yet keep my feet on the ground?	1	2	3	4
36.	Am I playing the game of life honestly and fairly with myself and with others?	1	2	3	4

TOTAL SCORE ____________

Now evaluate your scores. If your score totaled over 100, your personality rating is superior. If you've been honest with yourself, you are among the people who are most likely to succeed. A score of 90-100 is above average; 75-90 is average; below 75 shows plenty of room for improvement.

1. How did you rate? ____

2. What are your leadership strengths? ______________________________________
____
____
____
____
____

3. What are your leadership weaknesses? ____________________________________
____
____
____
____
____

ASSIGNMENT SHEET #3

4. How do you feel that your leadership skills can be improved?____________________

LEADERSHIP DEVELOPMENT AND RESPONSIBILITY
UNIT I

TEST

NAME____________________________________ SCORE ________________

1. Match terms associated with leadership development and responsibility to the correct definitions. Write the correct numbers in the blanks provided.

______a. Process of giving job or task to someone else

______b. Type of leadership where authority is shared by many people rather than one person alone

______c. Type of leadership where one person rules with unlimited authority

______d. Basic distrust in others' motives

______e. Judgements, ideas, or opinions that are formed before actual knowledge or experience

______f. Person with the ability to inspire confidence and draw others near

______g. Person who works well with others but does not take the initiative

1. Leader
2. Autocratic
3. Democratic
4. Cynicism
5. Follower
6. Delegation
7. Prejudices

2. Match roles found in groups to the correct descriptions. Write the correct numbers in the blanks provided.

______a. Spells out suggestions with examples, offers a reason for suggestions, and tries to figure out how any idea or suggestion might work

______b. Tries to assert authority or superiority over the group or certain members of the group

______c. Suggests or proposes new ideas or changes to the group

______d. Asks for facts and suggestions to be made clearer

______e. Writes down suggestions and group decisions

1. Initiator/contributor
2. Information-seeker
3. Elaborator
4. Recorder
5. Dominator

______f. Praises, agrees with, and accepts the contributions of others; is able to draw out other people and make them feel that their ideas are important and worth listening to

______g. Asks not only for the facts, but for others' beliefs

______h. Attempts to call attention to self or to own activities and accomplishments

______i. Tries to pull key points from several ideas and show what they have in common

______j. Offers facts to the group which are related to experience

______k. Often states own beliefs and views

______l. Pulls ideas together so group might see how progress is coming along

______m. Tends to be negative to all ideas

______n. Displays behavior that interferes with group processes

______o. Reevaluates own position and offers to come halfway

______p. Person who works well with others but does not take the initiative

______q. Speaks for a specific point of view; usually expresses ideas and opinions which best fit a specific cause

______r. Recalls incidents unrelated to the group, often going into great detail about past experiences

6. Opinion-seeker
7. Opinion-giver
8. Information-giver
9. Summarizer
10. Integrator
11. Encourager
12. Compromiser
13. Follower
14. Blocker
15. Anecdotist
16. Lobbyist
17. Recognition-seeker
18. Distractor

3. Select from the following list common errors that influence opinions. Mark each correct answer with an "X."

______a. Halo effect

______b. Age

______c. Talking a good game

______d. Personal feelings

______e. Size of group

______f. Time of day

______g. Isolation

______h. Tendency to see only what one wants to see

______i. Recency of an occurrence

______j. Funds available

4. State reasons for becoming a good leader.

a. ____

b. ____

c. ____

d. ____

e. ____

5. Describe how to become a good leader.

____

____

____

____

6. Distinguish between sytles of leadership. Write an "A" before characteristics of an autocratic leader, a "D" before characteristics of a democratic leader, and "FR" before characteristics of a free rein leader in the blanks provided.

______a. Depends entirely on others to get the job done

______b. Leader does all planning, organizing, controlling, and coordinating

______c. Defines goals and lets coworkers use some judgement about how to do the job

______d. Requires knowing coworkers well enough to know when this style of leadership can be used ______e. Others are supervised closely

______f. Used best with cooperative persons and established employees and methods

______g. Passes on information and directions from higher authority

______h. Gives more emphasis to getting the job done than to the feelings of others

______i. Shows consideration for others

______j. Is characterized by general supervision

______k. Is used most effectively with hostile or insecure persons or in a binding situations

______l. Listens to and uses good ideas from others

______m. Checks with coworkers regularly to reward or make necessary corrections

______n. Used best with persons who will assume responsibility of working alone

7. Describe how a leader gives effective instructions.

____

____

____

____

____

____

8. Select from the following list statements about how to effectively correct another person's mistakes. Mark each correct answer with an "X."

______a. Be tactful

______b. Point out negative performance first

______c. Make remarks general

______d. Relate criticism to one's personality

9. Describe how a leader solves problem situations in a group.

a. People who talk too much--______________________________

____

b. People who are shy and/or hesitant--

c. People who carry on their own conversation on the side--

d. When personalities clash--

e. People who are stubborn in wanting their own way about everything--

10. Name ten places where leadership skills may be used.

a.
b.
c.
d.
e.
f.
g.
h.
i.
j.

11. Complete a production simulation.

12. Evaluate leaders within your school and community.

13. Rate yourself as a leader.

(Note: If activities 11, 12, and 13 have not been finished before the test, ask the instructor when they should be completed.)

LEADERSHIP DEVELOPMENT AND RESPONSIBILITY
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 190.)

1. (14 points)

   a. 6
   b. 3
   c. 2
   d. 4
   e. 7
   f. 1
   g. 5

2. (36 points)

   a. 3
   b. 5
   c. 1
   d. 2
   e. 4
   f. 11
   g. 6
   h. 17
   i. 10
   j. 8
   k. 7
   l. 9
   m. 14
   n. 18
   o. 12
   p. 13
   q. 16
   r. 15

3. (10 points)

   a, c, d, g, h, i, l

4. (10 points)

   a. Provides needed skill
   b. Is challenging
   c. Creates respect for others
   d. Helps individual to mature
   e. Improves living conditions

5. (5 points)

Description should include:

a. Study qualities of a good leader

b. Evaluate strong and weak points in oneself

c. Become a good follower

d. Develop a plan for becoming a leader

6. (28 points)

a. FR
b. A
c. D
d. D
e. A
f. D
g. FR
h. A
i. D
j. D
k. A
l. A
m. D
n. FR

7. (5 points)

Description should include:

a. Give information in a clear manner

   1. Asks politely for the orders to be repeated
   2. Gives examples and demonstrations
   3. Numbers or letters the steps

b. Avoids unnecessary details

c. Gives complete information

d. Gives the standards of excellence needed

e. States information in a positive manner

f. Summarizes and repeats important points

8. (8 points)

a

9. (25 points)

Descriptions should include:

a. Cut across their talk with a summarizing statement and direct a question to someone else

b. 1) Ask direct questions they can answer

   2) Ask for their opinion

   3) Build them up in the eyes of others in the group

c. 1) Pause and let others listen to the conversation

   2) Ask if they are finished

   3) Draw them into your discussion

d. 1) Cut into the conversation with a direct question on the topic

   2) Bring another member into the discussion

   3) Frankly ask that personalities be left out

e. 1) Try to get others to help them see the point

   2) Tell them to see you after the meeting and then proceed

10. (10 points)

Any ten of the following:

a. Work

b. School

c. Church

d. Civic/service clubs

e. Economic organizations

f. Professional organizations

g. Charitable organizations

h. Advisory committees

i. Special interest groups

j. Political organizations

k. Support groups

l. Age-oriented groups

  - m. Athletic groups
  - n. Arts
  - o. Hobby groups
  - p. Social organizations
  - q. Government

11. Evaluated to the satisfaction of the instructor (10 points)
12. Evaluated to the satisfaction of the instructor (15 points)
13. Evaluated to the satisfaction of the instructor (14 points)

OBTAINING A JOB
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to obtain a job. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with obtaining a job to the correct definitions.
2. Arrange in order steps in a practical job-seeking plan.
3. Distinguish between information to be obtained before and during a job interview.
4. Select from a list guidelines for dressing for an interview.
5. Select from a list recommended interviewing practices.
6. Select from a list points the interviewer looks for during the interview.
7. Complete a self-inventory.
8. Determine employment possibilities.
9. Use telephone to arrange job interview.
10. Determine specific information about company.
11. Prepare opening for job interview.
12. Practice interview questions.
13. Participate in a job interview.
14. Evaluate interviewer's reaction.
15. Write a follow-up letter.
16. Evaluate a job offer.

OBTAINING A JOB
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for the instructor:

   A. Order films, filmstrips, or other materials planned to supplement unit.

   B. Provide student with objective sheet.

   C. Provide student with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Adapt materials for special needs students.

   G. Evaluate students' knowledge to determine if they have achieved competencies established in "Locating a Job" unit in the Career Exploration section of *Home Economics I: Basic Core.*

   H. Provide students with newspaper classified ad pages for use on Assignment Sheet #3.

      (NOTE: These help wanted ads will give the students situations that they can roleplay.)

   I. Invite resource people, such as owner of private employment office or personnel director, to serve on a panel to assist in teaching objectives 4, 5, and 6.

   J. Utilize videotape equipment to tape students as they roleplay interviews (objective 13). Critique each of the interviews.

   K. Supplement unit with film and teaching kit, *Critical Steps of Job Interviewing.*

      (NOTE: This kit consists of a 16 mm film, five cassettes, and programmed learning notebooks. It is available for purchase from Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1515 West 6th Ave., Stillwater, Oklahoma 74074.)

   L. Utilize resource person in your area from the Oklahoma State Employment Service to describe services provided.

      (NOTE: This service is part of a nationwide public employment system affiliated with United States Employment and Training Administration. Supplemental films and pamphlets are available from this service also.)

M. Supplement unit with filmstrip teaching kit "Preparing for an Interview."

(NOTE: This 1974 kit is available for purchase from J.C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019.)

N. Have students complete or update a resume. Consult "Locating a Job" unit in the Career Exploration section of *Home Economics I: Basic Core.*

O. Encourage students to select careers and research them to determine if these would be wise career choices.

P. Allow students to have the opportunity to "shadow" someone at work in a selected occupation, thus allowing students to decide whether this would be a wise career choice.

Q. Obtain *Kuder Preference Record, Strong Vocational Interest Blank for Women or Men, Aptitude Tests for Occupations,* or *General Aptitude Test Battery* to assist students in determining interests and their relation to job choice/career planning.

(NOTE: Many of these tests have been criticized for permitting differential treatment on the basis of sex. These criticisms have been attended to with a new interpretive leaflet, the *Kuder Occupational Interest Survey* [Form DD] and a new *Strong-Campbell Interest Inventory.* When obtaining these tests be sure to ask for the revised editions.)

R. Make a wheel of fortune using selected careers. Questions should be written pertaining to each career. Students should then answer questions concerning the career as indicated by turn of wheel.

S. Involve the VIEW (Vital Information for Education and Work) program to promote and inform students about different careers.

(NOTE: For information contact Les Miller, Director of Oklahoma VIEW Program, State Department of Vocational and Technical Education, 1515 W. 6th Ave., Stillwater, Oklahoma 74074 [405] 377-2000, or Joe Fogelstrom, Coordinator, VIEW, State Department of Education, Oliver Hodge Memorial Education Building, Oklahoma City, Oklahoma 73105, [405] 521-2426.)

T. Have students take an employment preference test as available through a state employment agency.

U. Give test.

V. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Complete a Self-Inventory
2. Assignment Sheet #2--Determine Employment Possibilities
3. Assignment Sheet #3--Use Telephone to Arrange Job Interview
4. Assignment Sheet #4--Determine Specific Information About Company
5. Assignment Sheet #5--Prepare Opening for Job Interview
6. Assignment Sheet #6--Practice Interview Questions
7. Assignment Sheet #7--Participate in a Job Interview
8. Assignment Sheet #8--Evaluate Interviewer's Reaction
9. Assignment Sheet #9--Write a Follow-up Letter
10. Assignment Sheet #10--Evaluate a Job Offer

D. Test

E. Answers to test

III. Unit references:

A. Benson, Ann. *Home Economics II: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

B. Sawatzky, Joyce: Clements, Irene; and Coffey, Judy. rev. ed. *Home Economics I: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

C. Sawatzky, Joyce. *Family Living.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

D. Nelson, Frank W. *Group Instruction for Cooperative Programs.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

E. Helsel, Bob, and Threadgill, Peggy. *Critical Steps of Job Interviewing.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

(NOTE: This material consists of a 16 mm film, five cassettes, and programmed learning notebooks.)

F. *How Not to Blow a Job Interview.* Phamphlet available free from Army Reserve recruiter. U.S. Government Printing Office, 1978.

G. *Making the Most of Your Job Interview.* Pamphlet available free from New York Life Insurance Company, 51 Madison Avenue, New York, New York 10010.

IV. Additional materials:

A. Films

(NOTE: Oklahoma teachers may order the following films and filmstrips on a free-loan basis from the State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must purchase and/or rent materials from the addresses listed.)

1. "Applying for a Job." Available from Encyclopedia Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, Illinois 60611.
2. "Getting a Job Is a Job." Available from Dibie-Dash Productions 4949 Hollywood Boulevard, Suite 217, Hollywood, California 90028.
3. "Your Job: Finding the Right One." Available from Coronet Films, Coronet Building, 63 East South Water Street, Chicago, Illinois 60601.
4. "Your Job: Applying for It." Available from Coronet Films, Coronet Building, 63 East South Water Street, Chicago, Illinois 60601.
5. "I Guess I Got the Job." Available from McGraw-Hill Films, 1221 Avenue of the Americas, New York, New York 10020.

B. Pamphlets

1. *How to Get and Hold the Right Job*
2. *How to Prepare Yourself for Job Interviews*
3. *How to "Sell Yourself" to an Employer*

   (NOTE: All the above are available from the nearest state employment service office.)

4. *Appointment With Tommorow.* Available from Vaseco, Inc., 2301 Classen Boulevard, P.O. Box 60274, Oklahoma City, Oklahoma 73106.

OBTAINING A JOB
UNIT I

INFORMATION SHEET

I. Terms and definitions

  A. Employer--One who hires another, usually for pay

  (NOTE: An employer may be a person or a corporation.)

  B. Employee--One hired by another, usually for pay

  C. Interview--Meeting of employer and job applicant for purpose of evaluation and questioning

  D. Applicant--One who seeks employment

  E. Interviewee--One who is questioned and evaluated in order to obtain information relating to a job

  (NOTE: Applicants are usually interviewed.)

  F. Employment--Activity in which one is engaged, usually for pay; work; occupation; job

  G. Wage--Payment for labor or services; payment made on hourly, daily, or piecework basis

  H. Salary--Payment for labor or services; fixed payment made on a regular basis

  I. Reference--Person to whom inquiries can be made concerning applicant's character or ability

  J. Security--Precautions taken to protect property and/or life

  K. Policies--Objectives and standards of a business or employee

  L. Hiring--Beginning of employment

  M. Fringe benefits--Goods and/or services a business provides for employees besides wages and/or salaries

  Examples: Employee health insurance, vacations, sick leave, Christmas bonus, dental insurance, recreational facilities, profit sharing plans, holidays, uniforms, tuition refunds and/or other educational programs

  N. Seniority--Privileged status attained by length of continuous service

INFORMATION SHEET

II. Steps in a practical job-seeking plan

  A. Write out a complete self-inventory (Assignment Sheet #1)

  (NOTE: Consider your abilities, experiences, personality, working conditions, and wants! Decide what type of job you would like to have. Then determine the type of training necessary for that job.)

  B. Write out a list of employment possibilities (Assignment Sheet #2)

  (NOTE: Keep the list reasonable and begin with places and employers that might relate to your own interests, abilities, or experiences.)

  C. Write out a list of possible "contacts" to help you in your search

  Examples: Guidance counselor, parents, relatives, friends, State Department of Labor or State Employment Service, yellow pages, classified section of local newspaper

  D. Obtain employment application forms

  E. Prepare a resumé

  F. Complete employment application forms

  G. Mail resumé and application forms

  H. Arrange for an interview (Assignment Sheet #3)

  I. Participate in job interview (Assignment Sheets #7 and #8)

  J. Write a follow-up letter (Assignment Sheet #9)

  K. Evaluate a job offer (Assignment Sheet #10)

III. Information to be obtained before and during a job interview (Assignment Sheets #3-#7)

  A. Before job interview

  (NOTE: It is important to learn all that you can about a company before you interview with them for a job. This information will help you to intelligently discuss and ask questions during the interview. This can improve your chances of getting the job you want.)

    1. Products company makes or services they render

    2. How long they have been in business

    3. If they have expanded or varied their operations

INFORMATION SHEET

4. Who is doing the interviewing

5. How to pronounce the interviewer's name

6. What salary this job pays in similar settings

B. During job interview

(NOTE: If the following information has not been obtained prior to the interview, it can be obtained during the interview.)

1. Employee benefits and working conditions

Examples: Hours of work, pay period, dress regulations, unions and professional organizations you will be expected to join, hiring policies

2. Security and safety precautions

3. Public relations

Examples: Relations among employees in the organization and with the public

4. Salaries and/or wages

5. Fringe benefits

6. Seniority

7. Opportunity for advancement

IV. Guidelines for dressing for an interview

(NOTE: It is essential that the applicant make the best impression possible from the very beginning of the interview. Most interviewers form an opinion, whether favorable or unfavorable, within the first 4-6 minutes of the interview.)

A. Dress to fit the job for which you are applying

(NOTE: Dress better for the interview than you normally would for a day on the job.)

B. Coordinate clothing

(NOTE: Consider colors, patterns, fabrics, and suitable styles for shape and body structure.)

INFORMATION SHEET

C. Be conservative

(NOTE: Avoid high fashion items and fads.)

Examples: Wear simple jewelry, natural looking makeup; avoid strong colognes or aftershaves; avoid wearing sunglasses during the interview

D. Be modest and well-groomed

Examples: Clean, simply-styled hair; clean and neatly trimmed nails and facial hair; buttoned shirt/blouse; fashionable but modest skirt length; well-fitting clothes (not too tight); polished shoes

V. Recommended interviewing practices (Assignment Sheets #2-8)

(NOTE: Your behavior before, during, and after your interview will strongly influence the impression that you make. The following practices will assist you in "selling yourself" in an interview situation.)

A. Prepare for the interview

B. Arrive early for the interview

C. Go to interview alone unless otherwise requested

(NOTE: Ocassionally, you will be asked to bring your spouse.)

D. Introduce yourself to the receptionist or secretary and interviewer at the interview location; state the purpose of your visit

(NOTE: You need to know what job is available before going to interview.)

E. Greet the person interviewing you by name

(NOTE: Be sure to pronounce the name correctly.)

F. Shake hands if the interviewer extends the offer

(NOTE: Make sure your handshake is firm.)

G. Sit down when the interviewer indicates that you should

H. Sit quietly until the interviewer opens the interview

I. Keep hands clasped in lap, if necessary, to keep them motionless

J. Maintain good posture

K. Maintain eye contact with interviewer

INFORMATION SHEET

L. Listen carefully

(NOTE: This will enable you to answer the questions directly.)

M. Do not smoke or chew gum

N. Show a real interest in the job about which you are asking

(NOTE: Be friendly, but not too eager.)

O. Use good manners

(NOTE: Be courteous. Say "thank you" for services and attention given to you. Have a ready smile and a friendly attitude.)

P. Try not to show nervousness when talking with someone about a job

Q. Develop and use a pleasant speaking voice

R. Be alert

S. Be brief, positive, and honest in answering questions

(NOTE: You should explain your answers fully. It is usually necessary to explain "yes" and "no" answers.)

T. Avoid using slang and offensive language

U. Be ready to talk about individual work experiences and special skills

V. Be ready to take a performance test

Examples: Shorthand, typing

W. Ask questions concerning the job at the end of the interview

X. Politely thank the interviewer for time and consideration

Y. Offer to provide the interviewer with any additional information

Z. Follow-up interview with letter

VI. Points the interviewer looks for during the interview (Assignment Sheet #8)

(NOTE: The following points are not listed in order of importance. Different employers will place varying degrees of value on the items listed below.)

A. Preparation

B. Experience

INFORMATION SHEET

C. Attitude

D. Appearance

E. Personality

OBTAINING A JOB
UNIT I

ASSIGNMENT SHEET #1--COMPLETE A SELF-INVENTORY

NAME ______________________________ SCORE ______________

The first step in a practical job-seeking plan is to evaluate your personal abilities. This is necessary before you can consider the type of job you would like to have.

Listed below are several areas of ability. Consider each ability individually and check the degree you believe you possess.

The more realistic and honest you can be with yourself in completing this assignment sheet, the more helpful it will be. There are no right or wrong answers.

PART I

ABILITY	DEGREE OF ABILITY		
	Weak	**Average**	**Strong**
1. Physical			
a. Strength (lifting and lots of walking, stooping, reaching, or moving things)	____	____	____
b. Coordination	____	____	____
2. Manual (hand and finger dexterity; good at doing things with your hands)	____	____	____
3. Mechanical (working with tools and mechanical objects; fixing things)	____	____	____
4. Clerical (speed and accuracy with detail, numbers, names; keeping neat and accurate records)	____	____	____
5. Executive (leadership)	____	____	____
6. Social (ability to get along with others)	____	____	____
7. Musical (dancing, playing a musical instrument)	____	____	____
8. Artistic (painting, drawing, crafts, sculpting)	____	____	____

ASSIGNMENT SHEET #1

ABILITY	DEGREE OF ABILITY		
	Weak	Average	Strong
9. Mental			
a. Verbal-meaning (ability to understand ideas expressed in words)	____	____	____
b. Spatial (ability to think about objects in two or three dimensions)	____	____	____
c. Reasoning (ability to solve problems logically)	____	____	____
d. Numerical (ability to work with numbers accurately)	____	____	____
e. Word fluency (ability to write and talk easily)	____	____	____
f. Memory (ability to recall past experiences)	____	____	____

PART II

Use the questions listed below to review your evaluation.

1. Which do you see as your strongest areas? Your weakest?

STRENGTHS	WEAKNESSES

2. How might this affect your choice of a vocation?

____

____

____

____

ASSIGNMENT SHEET #1

3. Which abilities haven't you attempted to use? Why or why not?

4. Which abilities do you think are necessary for a vocation that interests you? Explain your answer.

5. Which ability areas would you like to improve? Why?

Self-accepting individuals know their strong points and weak points. If you are like most people, your list of weaknesses is longer than your list of strengths. Your list of weaknesses was also probably easier to write. Self-accepting people recognize their weaknesses but do not dwell upon them. Furthermore, successful people know their strong points and take advantage of them. This means they put their personal strengths to work for themselves!

Adapted with permission from an activity developed by Lois Carlson, Lorraine S. Hansen, Mary K. Klaurens, and W. Wesley Tennyson. *Self-Concept Exploration.* St. Paul: Pupil Personnel Services Section, Minnesota Department of Education, 1972.

OBTAINING A JOB
UNIT I

ASSIGNMENT SHEET #2--DETERMINE EMPLOYMENT POSSIBILITIES

NAME____________________________________ SCORE________________

Consider the information that you have found out about yourself in Assignment Sheet #1. What kind of job would you like to have and how important is it to you? Indicate the degree of importance you would personally attach to each item below. Check VI (Very Important), I (Important), UI (Unimportant), or VU (Very Unimportant) in the blanks to the left of each job characteristic. This information will help you determine if a given job is really right for you.

PART I

VI	I	UI	VU	
				1. ABILITY UTILIZATION: I would do something that makes use of my abilities.
				2. ACHIEVEMENT: The job would give me a feeling of accomplishment.
				3. ACTIVITY: I would be busy all the time.
				4. ADVANCEMENT: The job would provide an opportunity for advancement.
				5. AUTHORITY: I would tell people what to do.
				6. COMPANY POLICIES & PRACTICES: The company would carry out its policies fairly.
				7. COMPENSATION: My pay would compare well with that of other workers.
				8. CO-WORKERS: It would be easy to make friends with my co-workers.
				9. CREATIVITY: I could try out some of my own ideas.
				10. INDEPENDENCE: I would work alone on the job.
				11. MORAL VALUES: I could do the work without feeling that it is morally wrong.

ASSIGNMENT SHEET #2

VI	I	UI	VU	
				12. RECOGNITION: I would get recognition for the work I do.
				13. RESPONSIBILITY: I would make decisions on my own.
				14. SECURITY: The job would provide for steady employment
				15. SOCIAL SERVICE: I would do things for other people.
				16. SUPERVISION-HUMAN RELATIONS: My boss would back up the employees.
				17. SOCIAL STATUS: I would be respected in the community.
				18. SUPERVISION-TECHNICAL: My boss would train employees well.
				19. VARIETY: I would do something different every day.
				20. WORKING CONDITIONS: The job would have good working conditions.

PART II

Where would you like to work? What are your abilities? Your interests? What experiences have you had that would influence where you would like to work? Think about how all these things work together as you determine your employment possibilities.

1. Make a list of the employment possibilities you would consider in your geographical area.

EMPLOYER	JOB POSSIBILITY

ASSIGNMENT SHEET #2

2. Now, think about how you rated yourself on the items in Part I of this assignment. Write down the characteristics you marked as very important.

____

____

____

____

____

____

____

____

____

____

3. Would the jobs you listed in question 1 fulfill those job characteristics which were very important to you? Explain your answer.

____

____

____

____

____

____

____

____

____

____

Adapted with permission from an activity developed by Mary Klaurens, Lorraine Hansen, and W. Wesley Tennyson. *Satisfactions and Rewards of Work: A Career Resource Guide.* St. Paul: Pupil Personnel Services Section, Minnesota State Department of Education, 1972.

OBTAINING A JOB
UNIT I

ASSIGNMENT SHEET #3--USE TELEPHONE TO ARRANGE JOB INTERVIEW

NAME________________________________ SCORE______________

Many job opportunities that are available will require you to make an appointment to arrange for a job interview. Making an appointment by phone does two things. First, it shows that you are interested in saving the employer's time. Second, it shows that you are thoughtful for asking what would be the best time for you to see the employer. However, using the telephone to arrange for a job interview is not always appropriate. Be sure to follow procedures requested in the specific situation. The information listed for you below will help you use the telephone to arrange for a job interview. Use this information to help you complete this assignment.

1. Steps in making an appointment by phone

   a. Plan what you are going to say before you call

      (NOTE: Jot down information.)

   b. State your name and reason for calling

      Example: "Hello, this is Tami Jamison and I'm calling about your ad in last night's paper for an alterationist. May I have an appointment for an interview?"

   c. Ask when would be the best time for you to come

   d. Ask the name of the person who will conduct the interview

   e. Record the day, time, and place of the interview

   f. Thank the receptionist for the help

2. Things to remember when calling for an appointment

   a. Keep the receptionist on your side; the receptionist is there to help you

      (NOTE: The receptionist is sometimes asked to evaluate the applicant.)

   b. Do not ask over the phone how much the job pays

   c. Be polite and courteous

      (NOTE: Remember that this call is the first contact you may have with the firm. Make that first impression a good one.)

3. Ask if you should pick up an application blank or if they would send it to you before the interview

   (NOTE: Many times you will be required to have completed a job application prior to being interviewed.)

ASSIGNMENT SHEET #3

Now that you have read about the correct way to arrange for a job interview, roleplay a situation where you make an interview appointment by phone. Use the checklist that follows to evaluate your roleplay situation. You may also want to use this checklist when you actually make such arrangements.

	YES	NO
Was prepared before calling		
Did not have to stammer to find the right words		
Identified self immediately		
Stated reasons for calling immediately		
Asked the best time for an appointment with the employer		
Was courteous and friendly		
Thanked the receptionist		
Made record of the interview date, hour, and place		
Asked about picking up or having application sent		

OBTAINING A JOB
UNIT I

ASSIGNMENT SHEET #4--DETERMINE SPECIFIC INFORMATION ABOUT COMPANY

NAME________________________________ SCORE______________

Before interviewing for a job it is important to learn all that you can about the company and the job for which you are applying. The information that you obtain will help you to intelligently discuss and ask questions during the interview. Your chances of getting the job will be greatly improved if you have done your "homework" before the interview! Use information contained in this unit as well as from other resources to complete this assignment.

1. List facts which you should learn about a company when you are applying for a job.

   ____

   ____

   ____

   ____

   ____

2. Select a company in your area or any company for which you might want to work: Name of company ______________________________. Assume that you are to go in for an interview. You are asked the question, "Why do you want to work for us?" Obtain up-to-date informaton concerning this company which would help you to answer this question. Prepare a written response.

   (NOTE: Information can be obtained through the company's training manual, company newsletters, bulletins, and other literature; advertisements; financial reports; articles in the news media; employees; in-service training programs; and departmental meetings.)

   ____

   ____

   ____

   ____

   ____

OBTAINING A JOB
UNIT I

ASSIGNMENT SHEET #5--PREPARE OPENING FOR JOB INTERVIEW

NAME______________________________________ SCORE________________

It is important that you make a good impression during your entire interview. The impression you make with the secretary or receptionist may even be considered in deciding who gets the job. It is essential that you plan what you will say to the secretary or receptionist upon your arrival and also what you will say when greeting the interviewer.

PART I

As soon as you arrive at the interview location you should:

1. Go to the person in the office

   (NOTE: This may be the secretary or receptionist.)

2. Introduce yourself

3. State the purpose of your visit

   Example: "Good morning. I'm Chris O'Neil and am applying for a job as child care aid. I have a 10 o'clock appointment with Ms. Green."

PART II

As your interview is started and you are greeting the interviewer, you should:

1. Greet the interviewer by name

   (NOTE: You should have found out in advance the name of the interviewer and how to pronounce the name correctly.)

2. Introduce yourself

3. State the purpose of your visit

   Example: "Good morning, Mr. Smith! I'm Tom Wright and am here to apply for the position of fry cook."

ASSIGNMENT SHEET #5

PART III

Prepare what you will say to both the person in the office and the interviewer for each of the following situations. Use the space provided for your answers.

SITUATION 1

WANT AD

Experienced alterationist. Four-week training program in Dallas. Salary $500/month. Commission plan after training. Fashion Looks Company. 943-9420.

You have a 9:30 a.m. appointment with Mr. Phil Harrison, sales manager.

1. Plan what you will say to the person in the office. ______________________________

2. Plan what you will say when greeting the interviewer. ______________________________

ASSIGNMENT SHEET #5

SITUATION 2

WANT AD

Experienced child care worker.
Lollypop Trail. 943-6374.

You have a 1:30 p.m. appointment with Ruth Jordan, day care supervisor.

(NOTE: If you do not know if a female interviewer is married, you should address her as Ms. unless she indicates she would prefer to be addressed another way.)

1. Plan what you will say to the person in the office.____________________

____

____

____

____

____

2. Plan what you will say when greeting the interviewer.____________________

____

____

____

____

____

OBTAINING A JOB
UNIT I

ASSIGNMENT SHEET #6--PRACTICE INTERVIEW QUESTIONS

NAME________________________________ SCORE______________

Interviews involve a question-answer situation whereby the interviewee is expected to answer many different questions. It is important for you to think before answering questions and then to be brief, positive, and honest in answering. The following are questions which might be asked when applying for various jobs. Use them as you practice job interviews. This assignment sheet may also be useful to you before going on any actual interviews.

(NOTE: Discriminatory questions concerning race, creed, color, national origin, sex, age, veteran status, handicaps, or disabilities cannot be legally asked during the interview process. Unfortunately, some employers continue to ask such questions. Answer all questions as openly and honestly as possible.)

How would you answer the following questions? Why do you think each question might be asked? You may want to write down your answers in the spaces provided.

1. Where do you go to school?______________________________

   When will you graduate?______________________________

2. What did you like best and what did you like least about the jobs or activities you have performed?______________________________

   ____

3. Do you have a handicap or health problem which would prevent you from performing the duties of this job?______________________________

   ____

4. At what salary do you expect to start?______________________________

5. Describe the training you have had and how you think it has prepared you for this job.

   ____

   ____

   ____

   ____

ASSIGNMENT SHEET #6

6. What are some of your special abilities? ______________________

____

What skills do you possess? ______________________

____

What machines can you operate? ______________________

____

7. What personal characteristics do you think are needed to succeed in your vocation? ___

____

____

8. Is there an area in which you feel you need improvement or additional training in order to perform in this position? ______________________

____

9. Please describe your employment history. Include dates, wages earned, and reasons for leaving. Also include any voluntary or nonpaid activities which contribute to your experience history. ______________________

____

____

____

10. May we write or call your last employer? ______________________

11. How many people have you supervised at work or through organizations of which you are a member? ______________________

12. This job requires working one weekend per month. Would you be able to work this type of schedule? ______________________

13. How could you contribute to our organization? ______________________

____

Why should we hire you? ______________________

____

14. How do you feel about attendance and being on time for work? ______________________

____

ASSIGNMENT SHEET #6

15. Would you be willing to relocate? ____________________

16. When could you start to work? ____________________

17. Why would you like a job with this company? ____________________

18. Why do you want this job? ____________________

19. Is there anything else you would like to tell us about yourself? ____________________

20. Do you have any questions you want to ask us? ____________________

REMEMBER: You never get a second chance to make a good first impression!

Getting a job is a job!

OBTAINING A JOB
UNIT I

ASSIGNMENT SHEET #7--PARTICIPATE IN A JOB INTERVIEW

NAME______________________________ SCORE______________

Now that you are prepared for an interview, team up with another student in class. Assume the roles of interviewer and applicant and then switch so each of you gets to play both roles. Apply for the job you now have, for one you would like to have, or use the sample interview at the end of this assignment sheet. You may want to use the want ads in a local newspaper to find out what jobs are available. Let your other classmates evaluate your performance using the job interview evaluation form below. Videotape the practice sessions if possible.

JOB INTERVIEW EVALUATION FORM

	YES	NO
Preparing for the Interview 1. Were you clean, well-groomed, and neat?		
2. Did you wear appropriate clothes and shoes for the type of job for which you were applying?		
3. Did you take an ink pen and resume with the information you may need about social security number, references, addresses, dates employed, and dates attended school?		
4. Did you go alone, not taking parents, children, spouse, or friends with you?		
5. Were you on time for the interview?		
6. Did you know the name and title of the interviewer?		
7. Did you know pertinent facts about the company, such as name, kind of business, products and services, reasons you want to work there, how old the company is, and where the plants, offices, or stores are located?		

ASSIGNMENT SHEET #7

	YES	NO
8. Were you prepared with appropriate questions? Examples: How many other people do this job? Who will be my supervisor? Are there job advancement opportunities?		
9. When you met the receptionist did you smile, introduce yourself, state that you have an appointment, follow the receptionist's instructions, and wait patiently?		
Participating in the Interview 10. Did you enter with poise and greet the interviewer by name?		
11. Did you shake hands firmly if the interviewer offered his or her hand?		
12. Did you introduce yourself and state the purpose of the call?		
13. Did you seat yourself only at the interviewer's invitation?		
14. Did you show signs of nervousness? (NOTE: If you do not know where to put your hands, leave them on your lap and keep them still.)		
15. Did you not place personal things on interviewer's desk, smoke, or chew gum?		
16. Did you look alert, interested, and enthusiastic? (NOTE: Sit slightly forward in the chair to give an alert appearance.)		
17. Were you confident and courteous?		
18. Did you answer questions clearly and not interrupt?		

ASSIGNMENT SHEET #7

	YES	NO
Anticipating Employer's Questions and Volunteering Proper Information 19. Did you avoid giving all "yes" and "no" answers?		
20. Did you avoid criticisms of former employers or competitors?		
21. Did you avoid talking about personal problems? (NOTE: The interviewer must be interested more in what you can contribute to the business than what the business can do for you. Do not use a sob story about how desperate you are for a job.)		
22. Did you show copies of your work if applicable?		
23. Did you state that you are willing to start at the beginning salary?		
24. Did you find a true, positive statement concerning your reasons for leaving previous jobs, even if you were fired? Examples: "I was laid off, but I learned from my mistakes." "I left because they did not need as many employees during the slow season."		
25. Did you try to mention your best qualities in relation to something concrete? Example: "I earned 75 percent of my expenses while going to school" is better than "I am a hard worker and want to get ahead."		
26. Did you give the lead back to the interviewer, if you found yourself talking too long, by saying "Perhaps you have some other questions to ask me"?		

ASSIGNMENT SHEET #7

	YES	NO
27. Were you prepared for personal questions about your home life and your parents' occupations?		
28. Were you prepared to respond to questions concerning politics, religion, or economics?		
29. Did you answer questions about career objectives using specific terms about what you would like to do in the near future in that particular field without limiting your opportunities? Example: A position in sales or training program that will eventually lead to a marketing or management position. No locational preference.		
30. Did you look directly at the interviewer, smile, use correct English, and speak in clear, moderate tones? (NOTE: Avoid swearing or using slang terms.)		
31. Did you show an interest in the company and/or job by asking questions?		
32. Did you really try to sell yourself? (NOTE: Never refer to yourself as just average or fair. Always look for a positive response.)		
33. Did you give the interviewer the opportunity to mention salary and fringe benefits? (NOTE: If the interviewer failed to supply this information, ask about the company's policies regarding salary/fringe benefits.)		
34. Did you remind the interviewer of the conversation topic if interrupted by a telephone call?		

ASSIGNMENT SHEET #7

	YES	NO
Closing the Interview 35. Did you watch for signs that the interview was over, such as the interviewer shuffling papers and moving around in the chair?		
36. Did you ask, "May I say one thing more?" or "Would you be interested in. . . .?" if the interview seemed to be ending before all important selling points had been made?		
37. Did you thank the interviewer for the time and leave promptly?		
Following up the Interview 38. Did you write a follow-up letter, call, or visit again to express interest in the job and appreciation for the opportunity to interview?		

(NOTE: EVEN IF THE INTERVIEWER DOES NOT OFFER THE POSITION, YOU SHOULD LEARN FROM EVERY SITUATION AND TRY TO IMPROVE YOUR INTERVIEWING TECHNIQUES.)

ASSIGNMENT SHEET #7

SAMPLE JOB INTERVIEW

(NOTE: Two students may rehearse this script and read it in front of the class to show how an interview might be conducted.)

A = Applicant

I = Interviewer

A (Enters room, pauses, smiles, and approaches Ms. Jones whose hand is extended. They shake hands.) Hello, Ms. Jones, I'm Joe Hunter and am applying for the job of meat wrapper which you advertised in Friday's *Daily Press.*

I Hello, Mr. Hunter. Won't you have a seat?

A Thank you. I have a resumé which may be helpful to you. (Hands Ms. Jones the resume and sits down.)

I This is a very well prepared data sheet. Well, Joe, tell me about yourself.

A I'm a junior at Anytown High School where I'm enrolled in vocational home economics education. I'm interested in working in a business like yours while going to school and when I graduate. My older brother works in a business in Big City, and I think there are a lot of future opportunities in this field.

I Joe, have you had any work experience or are you currently working anywhere?

A Yes. I am working as a courtesy clerk for Marty's Meat Market. I am responsible for keeping the checkout area clean and well-stocked with sacks as well as carrying groceries for the customers. I have also done odd jobs for my relatives and neighbors.

I What do you think you have learned from your job at the meat market?

A Probably the most important thing I have learned is how to deal with customers.

I What kind of person is your employer and how do you get along?

A My employer has several good qualities. He offers very good service to the customers, and we get along well.

I Why do you want to leave?

A I feel there would be more opportunity for me to develop the skills necessary to reach my occupational objective in a business such as yours.

ASSIGNMENT SHEET #7

I How did you get the job at the meat market?

A A friend of mine who used to work there recommended me as his replacement.

I When would you be able to start and what hours could you work?

A I could start work as soon as I give my present employer two weeks' notice. I will be able to work from 2:30 to 5:30 on weekdays and all day on weekends and holidays.

I In which school activities are you involved this year?

A I am a member of the FHA, student council, and glee club. I should know about any trips with these groups early enough to make arrangements with you and another employee so there will be no problems with missing work.

I. Do you have any financial obligations, such as a car payment?

A No, Ms. Jones.

I Have you ever had any difficulty with the police other than a traffic violation?

A No.

I How much do you expect to earn?

A I understand from some of the other employees that a person may begin at the minimum wage and advance with time and experience.

I That's right. Here is a brochure explaining our pay scale and other benefits.

A Thank you.

I Thank you for talking to us. We will let you know about the job soon.

A (Stands) Thank you for your time, Ms. Jones. Have a good day. (Shakes hands and leaves.)

OBTAINING A JOB
UNIT I

ASSIGNMENT SHEET #8--EVALUATE INTERVIEWER'S REACTION

NAME____________________________________ SCORE________________

Being interviewed is not always easy. You only have a few minutes to make a good impression. Your attitude, personality, and appearance, as well as your preparation for the interview and your work experience, are all points that the interviewer looks for and evaluates during the interview. It is up to you to sell yourself to the interviewer to convince this person that you are the one for the job.

Read the following letter. Answer the questions that follow to evaluate this interviewer's reaction.

Dear Kerry,

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect that you've been turned down before, and maybe by now you believe that people right out of high school can't find work.

But, I hired a teenager today. You saw her. She was the one with the clean hair, hands, and clothes. What was so special about her? Not experience, neither of you had any. It was her attitude that put her on the payroll instead of you. She wanted that job badly enough to dress for the interview, find out all she could about our company before coming in for the interview, and find out who was to do the interview. She did her best to impress me. That's where she edged you out.

I needed to hire someone who'd go out in the plant, keep her eyes open, and work for me like she'd work for herself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders over the rest.

Adapted from a letter contributed by
Brother "Friday" Fitzgerald

ASSIGNMENT SHEET #8

1. List the good characteristics of the person in the letter.

2. List Kerry's unsuitable characteristics.

3. Why did the other person get the job?

4. What recommendations would you make to Kerry?

OBTAINING A JOB
UNIT I

ASSIGNMENT SHEET #9--WRITE A FOLLOW-UP LETTER

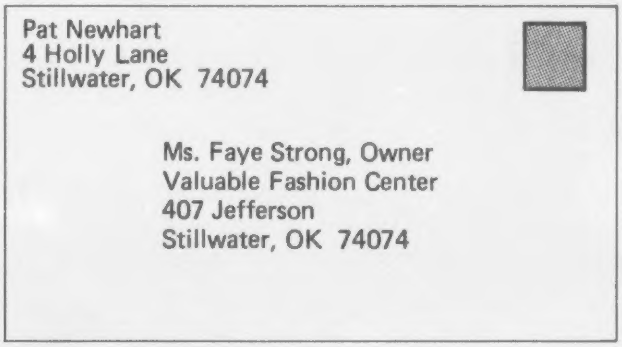
NAME______________________________________ SCORE_________________

Part of the total interviewing process is writing a follow-up letter to the interviewer. The purpose of this letter is to thank the employer for the interview. Use any form you wish or follow the format of the sample follow-up letter on the next page. Use the following information as you write a follow-up letter.

1. Make this last bid for the job a prime example of your excellent work habits.
2. Make sure your letter meets the following standards.
   a. Typed or written perfectly
   b. Clean, neat, and attractively arranged on the paper
   c. Free from spelling, punctuation, and grammatical errors
   d. Sent within a day or two after the interview
3. Include the following points in your follow-up letter.
   a. Express appreciation for interviewer's time and interest
   b. Summarize your qualifications and interest in that position
   c. Include your name, address, and phone number (to make it easier for your employer to contact you)
4. Address a business envelope (9 1/2" x 4 1/4") (Figure 1)

   (NOTE: Be sure and type the address EXACTLY the same as the inside address of the letter.)

FIGURE 1



Pat Newhart
4 Holly Lane
Stillwater, OK 74074

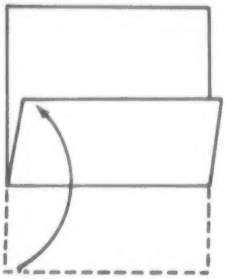
Ms. Faye Strong, Owner
Valuable Fashion Center
407 Jefferson
Stillwater, OK 74074

ASSIGNMENT SHEET #9

5. Fold letter

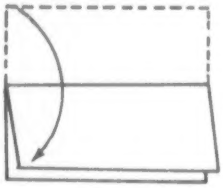
    a. Fold slightly less than one-third of the letter toward the top (Figure 2)

FIGURE 2



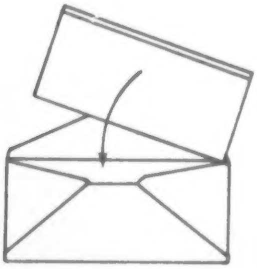
    b. Fold down the top of the letter to within 1/2" (1 cm) of the bottom fold (Figure 3)

FIGURE 3



    c. Insert the letter into the envelope with the last crease toward the bottom of the envelope (Figure 4)

FIGURE 4



ASSIGNMENT SHEET #9

SAMPLE FOLLOW-UP LETTER

June 19, 19___

4 Holly Lane
Stillwater, OK 74074

Ms. Faye Strong, Owner
Valuable Fashion Center
407 Jefferson
Stillwater, OK 74074

Dear Ms. Strong:

Thank you for interviewing me for the sales position in your store. I feel that working for Valuable Fashion Center would be rewarding and that I am able capable of doing the work required. I hope that I will have the opportunity to prove my worth.

The application form you gave me is enclosed.

I will be available for work September 5. You may call me at my home after 3:30. The number is 377-0457.

Sincerely yours,

Pat Newhart

Pat Newhart

Enclosure

OBTAINING A JOB
UNIT I

ASSIGNMENT SHEET #10--EVALUATE A JOB OFFER

NAME______________________________ SCORE______________

Imagine . . . your first job interview is minutes away. Countdown 5-4-3-2-1!

You enter the employer's office . . . Questions . . . Answers . . . You continue to feel nervous inside but appear cool outside . . . Questions . . . More Answers . . . The employer offers you a job!

Grab it? What a relief--no more job interviews! WAIT!!! Instead of saying "yes" or "no" on the spot to a job offer, express your gratitude in a warm and friendly manner, and then ask if you may have time to consider the opportunity you have been offered. Few reputable employers will deny you a reasonable time to be certain before agreeing to take a job.

Avoid getting stuck with a job that's wrong for you by using the checklist to evaluate the job offer!

THE JOB . . .

☐ Do I clearly understand the nature of the work and is it what I want to do? Is there a written job description? Are my responsibilities reflected in the job title?

☐ If this isn't my dream job, can it be a stepping stone as I acquire the skills and experience needed for advancement?

☐ Is the background I'm building so narrow that I will have difficulty transferring it to another employer?

☐ Will I be able to make any decisions affecting my work? Do I care?

☐ Will I need more training and will the company pay for it?

☐ Will overtime be necessary or available?

☐ Will I be able to leave all thought of the job behind at day's end? If not, do I care?

☐ Will I travel or relocate?

☐ Will I be proud to tell my friends/family what I do?

☐ Is the job permanent or temporary?

ASSIGNMENT SHEET #10

☐ If permanent, is there reasonable job security?

☐ Does this job require union membership?

THE COMPANY . . .

☐ Is the firm too large and heavy with rules for my personality?

☐ Is the firm too small to offer room for advancement or impressive credentials for a future resume?

☐ Does the firm have a healthy financial position and is it a growing organization?

☐ Is there a high turnover of personnel, and if so, why?

☐ Does the firm promote from within the ranks or turn to outsiders to fill supervisory jobs?

☐ Have I met the person who would be my immediate supervisor?

☐ Does the supervisor seem like the sort of person with whom I could get along?

☐ Do co-workers appear to be my kind of people?

☐ Is the company's location convenient?

☐ Is the physical setting okay (adequate light, ventilation, cleanliness)?

☐ What is the firm's reputation for fair treatment of employees?

☐ Is a written personnel statement available that covers vacations, sick leave, cause for dismessal, and so forth?

FINANCIAL REWARDS . . .

☐ Do the earnings meet my minimum needs? Are there automatic cost-of-living increases?

☐ What is the method of payment--salary, hourly wage, commission, wage and tips, by the piece, fee?

☐ Are raises based on merit, length of service, formal exams?

☐ Does the company offer profit sharing to employees?

☐ What fringe benefits are given--health insurance, free parking, discount privileges, and others?

ASSIGNMENT SHEET #10

WHEN TO SAY NO . . . Should you always turn down an offer that doesn't measure up?

That depends on several questions. How desperately do you need to earn money? How competitive is the field you hope to enter, and would it be best to get your foot in the door any way you can? How valuable is the experience you'll gain? There are times when it is wise to accept a job which is not perfect in your eyes.

On the other hand, it could be best to refuse the offer.

Adapted from "If Things Don't Shape Up, I May Not Take the Job, *Career World*, February, 1977.

OBTAINING A JOB
UNIT I

TEST

NAME________________________________ SCORE________________

1. Match the terms on the right to the correct definitions. Place the correct numbers in the blanks provided.

    _____a. Payment for labor or services; fixed payment made on a regular basis

    _____b. One who seeks employment

    _____c. Beginning of employment

    _____d. One hired by another, usually for pay

    _____e. Person to whom inquiries can be made concerning applicant's character or ability

    _____f. Goods and/or services a business provides for employees besides wages and/or salaries

    _____g. One who hires another, usually for pay

    _____h. Objectives and standards of a business or employee

    _____i. Payment for labor or services; payment made on hourly, daily, or piecework basis

    _____j. Meeting of employer and job applicant for purpose of evaluation and questioning

    _____k. One who is questioned and evaluated in order to obtain information relating to a job

    _____l. Precautions taken to protect property and/ or life

    _____m. Activity in which one is engaged, usually for pay; work; occupation; job

    _____n. Privileged status attained by length of continuous service

    1. Employer
    2. Employee
    3. Interview
    4. Applicant
    5. Interviewee
    6. Employment
    7. Wage
    8. Salary
    9. Reference
    10. Security
    11. Policies
    12. Hiring
    13. Fringe benefits
    14. Seniority

2. Arrange in order steps in a practical job-seeking plan. Place a "1" in front of the first step, a "2" in front of the second step, and so on until complete.

______a. Complete employment application forms

______b. Participate in job interview

______c. Obtain employment application forms

______d. Write out a complete self-inventory

______e. Evaluate a job offer

______f. Write out a list of possible "contacts" to help you in your search

______g. Arrange for an interview

______h. Write a follow-up letter

______i. Mail resumé and application forms

______j. Prepare a resumé

______k. Write out a list of employment possibilities

3. Distinguish between information to be obtained before and during a job interview. Place a "B" in front of information to be obtained before an interview. Place a "D" in front of information to be obtained during a job interview.

______a. If they have expanded or varied their operations

______b. Security and safety precautions

______c. Fringe benefits

______d. Opportunity for advancement

______e. How to pronounce the interviewer's name

______f. Products company makes or services they render

______g. Employee benefits and working conditions

______h. Who is doing the interviewing

______i. Salaries and/or wages

______j. Public relations

______k. Seniority

______l. What salary this job pays in similar settings

______m. How long they have been in business

4. Select from the list below guidelines for dressing for an interview. Mark each correct answer with an "X."

______a. Wear the latest fad

______b. Be modest and well-groomed

______c. Dress to fit the job for which you are applying

______d. Coordinate clothing

______e. Be conservative

______f. Wear strong colognes or aftershaves as your personal trademark

______g. Wear sunglasses during the interview

5. Select from the list below recommended interviewing practices. Mark each correct answer with an "X."

______a. Greet the person interviewing you by name

______b. Chew gum to calm nerves

______c. Show a real interest in the job about which you are asking

______d. Be brief, positive, and honest in answering questions

______e. Shake hands if the interviewer extends the offer

______f. Take your mother to the interview

______g. Ask questions concerning the job at the end of the interview

______h. Maintain eye contact with interviewer

______i. Offer to provide the interviewer with any additional information

6. Select from the list below points the interviewer looks for during the interview. Mark each correct answer with an "X."

______a. Experience

______b. Appearance

______c. Sex appeal

______d. Family background

______e. Personality

______f. Preparation

7. Complete a self-inventory.
8. Determine employment possibilities.
9. Use telephone to arrange job interview.
10. Determine specific information about company.
11. Prepare opening for job interview.
12. Practice interview questions.
13. Participate in a job interview.
14. Evaluate interviewer's reaction.
15. Write a follow-up letter.
16. Evaluate a job offer.

(NOTE: If activities 7-16 have not been done before the test, ask your instructor when they should be completed.)

OBTAINING A JOB
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 250.)

1. (28 points)

   a. 8
   b. 4
   c. 12
   d. 2
   e. 9
   f. 13
   g. 1
   h. 11
   i. 7
   j. 3
   k. 5
   l. 10
   m. 6
   n. 14

2. (22 points)

   a. 6
   b. 9
   c. 4
   d. 1
   e. 11
   f. 3
   g. 8
   h. 10
   i. 7
   j. 5
   k. 2

3. (26 points)

   a. B
   b. D
   c. D
   d. D
   e. B
   f. B
   g. D
   h. B
   i. D
   j. D
   k. D
   l. B
   m. B

4. (14 points)

   b, c, d, e

5. (18 points)

   a, c, d, e, g, h, i

6. (12 points)

   a, b, e, f

7. Evaluated to satisfaction of instructor (10 points)
8. Evaluated to satisfaction of instructor (20 points)
9. Evaluated to satisfaction of instructor (10 points)
10. Evaluated to satisfaction of instructor (10 points)
11. Evaluated to satisfaction of instructor (10 points)
12. Evaluated to satisfaction of instructor (10 points)
13. Evaluated to satisfaction of instructor (20 points)
14. Evaluated to satisfaction of instructor (10 points)
15. Evaluated to satisfaction of instructor (10 points)
16. Evaluated to satisfaction of instructor (20 points)

PROGRESS ON THE JOB
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should develop skills, habits, and attitudes which will ensure career success. This knowledge will be evidenced by completion of the assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with progress on the job to the correct definitions.
2. Name reasons for holding a job.
3. Select from a list tips for the first day on the job.
4. Select from a list guidelines for getting acquainted.
5. Select from a list ways to increase self-satisfaction in a job.
6. Match barriers to good communication to the correct definitions/descriptions.
7. State ways to improve listening skills.
8. Name reasons people lose jobs.
9. Describe how to handle loss of employment.
10. Develop a plan for self-improvement.
11. Evaluate listening skills.
12. Ask for a raise.
13. Write a letter of resignation.
14. Interview an employer.

PROGRESS ON THE JOB
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Order films, filmstrips, and games planned to supplement unit.

B. Provide student with objective sheet.

C. Provide student with information and assignment sheets.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

F. Adapt materials for special needs students.

G. Evaluate students' knowledge to determine if they have achieved competencies established in "Job Success" unit in Career Exploration section of *Home Economics I: Basic Core.*

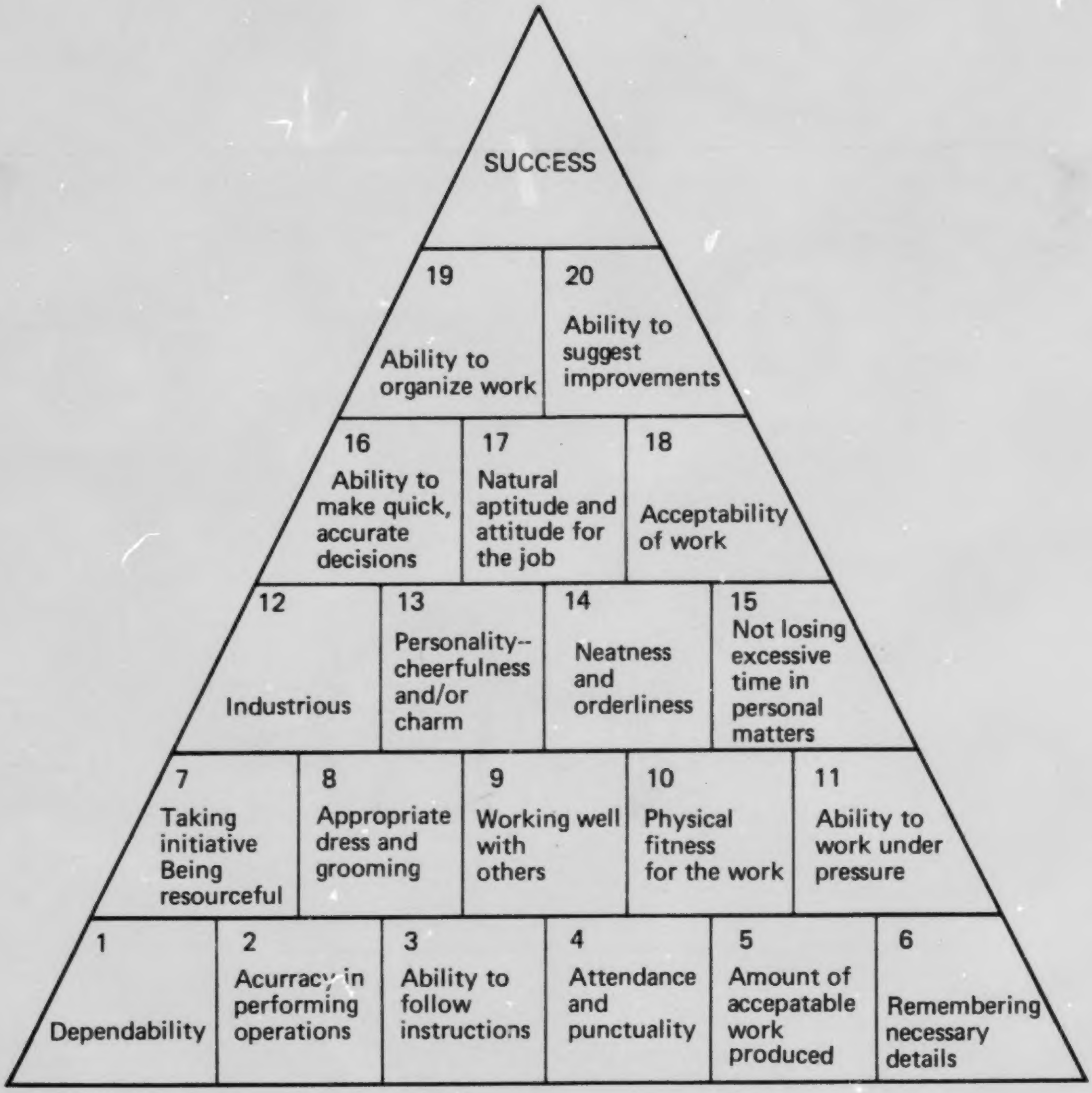
H. Develop a crossword puzzle for students to complete with terms and definitions in objective one.

I. Invite a number of employers from surrounding area to serve on a panel to discuss and supplement information in objectives 3, 5, 12, and 14. Use this panel discussion to assist in the completion of Assignment Sheet #5.

J. Use the following twenty factors to build a "Success Pyramid" for a bulletin board or to reproduce as a checksheet to supplement objective 14.

1. Dependability
2. Accuracy in performing operations
3. Ability to follow instructions accurately and without repetition
4. Attendance, punctuality, and strict observance of break and lunch periods
5. Amount of acceptable work produced; speed in performing operations
6. Able to remember necessary details, figures, and instructions
7. Taking initiative and/or being resourceful
8. Appropriate dress and grooming; personal appearance
9. Ability to work well with others
10. Physical fitness for the work
11. Ability to work under pressure or abnormal conditions, such as meeting deadlines, multiple assignments, and extra work
12. Industrious
13. Personality; cheerfulness and/or charm
14. Neatness and orderliness and maintenance or arrangement of physical surroundings, such as desks, files, and floor
15. Does not lose excessive time in personal matters, such as telephone calls, talking with co-workers, going to the restroom

16. Ability to make judgments or decisions quickly and accurately
17. Natural aptitude and attitude for the job
18. Acceptability of work; within acceptable work standards for the job
19. Ability to organize work
20. Ability to suggest improvements in work techniques and operations


SUCCESS
19 Ability to organize work
20 Ability to suggest improvements
16 Ability to make quick, accurate decisions
17 Natural aptitude and attitude for the job
18 Acceptability of work
12 Industrious
13 Personality--cheerfulness and/or charm
14 Neatness and orderliness
15 Not losing excessive time in personal matters
7 Taking initiative Being resourceful
8 Appropriate dress and grooming
9 Working well with others
10 Physical fitness for the work
11 Ability to work under pressure
1 Dependability
2 Acurracy in performing operations
3 Ability to follow instructions
4 Attendance and punctuality
5 Amount of accepatable work produced
6 Remembering necessary details

K. Duplicate Assignment Sheet #5 and allow students to interview several employers for extra points.

L. Reinforce objectives six and seven with the following activities:

   1. Roleplay or observe a dialogue between two people having a problem, e.g., employer-employee, teacher-student, parent-child, wife-husband. What words of "allness" are used that seem to further complicate the problem?

   2. Brainstorm and list "labels" given to people, e.g., clown is a person who appears to do silly things on a regular basis; "troublemaker" is a person who appears to be frequently involved in controversy; an "animal" is a person lacking manners. What human relations problems stem from "living up to a label" and "living down to a label"?

   3. Compare feelings and reactions to emotionally-loaded words.

      Examples: Housewife vs. family member
      Garbage collector vs. sanitary worker/engineer
      Bookkeeper vs. accounting clerk
      Stock salesperson vs. investment counselor

      Lies vs. fibs
      Died vs. passed away
      Hot rod vs. sports car
      Fired vs. asked to leave
      Pop quiz vs. unscheduled test

      During a recent flight, the pilot announced over the loud speaker, "We are approaching a storm. Please fasten your seat belts for your own safety." vs. "We are approaching some turbulence. Please fasten your seat belts. You will be more comfortable."

M. Utilize resource person from local state employment service or private employment office to assist in teaching objectives seven and eight.

N. Invite resource person or panel of resource persons to speak about the importance of personal grooming/health habits, work values, work habits, positive mental attitude, and listening skills. How do these factors increase and promote career satisfaction and success?

O. Ask Southwestern Bell Telephone Company to provide a representative to demonstrate proper use of telephone.

P. Use tape "Are You Listening?" to supplement objective eleven.

   (NOTE: This tape is available from J.C. Penney Co., Inc., Educational Relations Department, 1301 Avenue of the Americas, New York, NY 10019.)

Q. Give test.

R. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Develop a Plan for Self-Improvement
2. Assignment Sheet #2--Evaluate Listening Skills
3. Assignment Sheet #3--Ask for a Raise
4. Assignment Sheet #4--Write a Letter of Resignation
5. Assignment Sheet #5--Interview an Employer

D. Test

E. Answers to test

III. Unit references:

A. Benson, Ann. *Home Economics II: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

B. Sawatzky, Joyce; Clements, Irene; and Coffey, Judy. rev. ed. *Home Economics I: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

C. Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work.* Bloomington, Illinois: McKnight Publishing Company, 1975.

D. Wilson, Maurice E. *Growing on the Job.* New York: McGraw-Hill Book Company/Gregg Division, 1977.

IV. Films:

(NOTE: Oklahoma teachers may order films on a free-loan basis from the State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, Oklahoma 74074. Out-of-state teachers may purchase and/or rent materials from the addresses listed below.)

A. "Making it in the World of Work." Color, 25 min., Film Fair, 1973. Available from Film Fair Communications, 10900 Ventura Blvd., Box 1728, Studio City, CA 91604.

(NOTE: This film guides the student toward an awareness of the importance of lifestyle goals in career decision making. It contains frank discussions with young workers in nine different occupations. Shows different ethnic groups and different lifestyles of workers. Jr./Sr. High Level.)

B. "Keeping Your Job Is Work." Color, 12 min., Dibie-Dash, 1972. Available from Dibie-Dash Productions, Inc., 4949 Hollywood Blvd., Suite 208, Hollywood, CA 90027.

(NOTE: This film emphasizes the importance of meeting the job responsibilities of a job. A very unique but simple film, it presents a series of job situations pointing out the responsibilities of an employee.)

C. "The Eye of the Supervisor." Color, 8 min., NEM, 1972. Available from NEM, 15760 Ventura Blvd., Encino, CA 91436.

(NOTE: This film makes use of an eye examination involving a supervisor and a "doctor" to lead the audience to clearer perception of some of the basic principles of employee evaluation. Specifically mentioned are the need of approval; the need for consistent performance standards; the need for personal recognition; and the requirement that supervisors become effective listeners to fulfill workers' needs for real understanding of their problems.)

D. "Your Job: Fitting In." Color, 15 min., Coronet Films, 1970. Available from Coronet Films, 65 E. South Water St., Chicago, IL 60601.

(NOTE: This film shows the importance of learning and following company rules, the importance of learning from your mistakes, the importance of paying close attention to instructions, and helpful attitudes to have when starting a job.)

E. "Your Job: Getting Ahead." Color, 15 min., Coronet Films, 1970. Available from Coronet Films, 65 E. South Water St., Chicago, IL 60601.

(NOTE: This film shows choosing a job from which advancement is possible, picking an area in which to advance, knowing when to keep a job or change jobs, and planning for additional education.)

F. "Your Job: Good Work Habits." Color, 13 min., Coronet Films, 1970. Available from Coronet Films, 65 E. South Water St., Chicago, IL 60601.

(NOTE: This film illustrates how good habits affect amount and quality of work; how good habits can mean safety and satisfaction in work; the importance of planning and concentration; the importance of working steadily, carefully, and accurately; and the importance of being pleasant and friendly.)

G. "Your Job: You and Your Boss." Color, 16 min., Coronet Films, 1970. Available from Coronet Films, 65 E. South Water St., Chicago, IL 60601.

(NOTE: This film shows what bosses can expect of employees, how employees' attitudes toward authority in general tend to affect their attitude toward their bosses, and questions answered by bosses and experienced workers interviewed on their jobs.)

PROGRESS ON THE JOB
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Technical knowledge--What you know about the job itself

Examples: Mechanic must know how engines operate; nurse must be able to practice care of patients; chef must have specialized knowledge about preparing food; carpenter must know how to work with different types of wood

B. Human relations--Continuous process of interacting with people

(NOTE: Human relations could be called "people knowledge." People knowledge means knowing how to get along with co-workers and with employers. It will also help you to understand yourself and others better!)

C. Work ethic--Traditional belief that Americans owe it to their country (and to God) to work; leads one to believe that it is morally wrong not to work

D. Work value--Emerging concept that individuals owe it to themselves rather than to society to work; leads one to believe that there is human dignity to be found in work

E. Attitude--Way which one acts and feels about people, things, and ideas

(NOTE: Once you have a job the most important factor in keeping it and succeeding in it is your ATTITUDE! Your attitude is expressed in how well you get along with others.)

Examples of good attitude: Willingness to work hard; trying to be pleasant to other people; trying to be courteous and respectful to those with whom you are working; caring about other people

F. Communication--Sharing a message or an idea which results in an understanding between the sender and the receiver of the message

G. Habit--Action that is acquired and has become automatic

H. Learning attitude--Openness to experiences and suggestions which will increase your present knowledge

(NOTE: Consider how this new method, system, equipment, and/or routine will help your job function.)

INFORMATION SHEET

I. Job enrichment programs--Opportunities designed to upgrade a worker's knowledge and/or skills

(NOTE: This may include knowledge of technical or interpersonal skills.)

Examples: Demonstrations, conferences, short training sessions

II. Reasons for holding a job

A. Income to meet obligations

B. Personal satisfaction

C. Development of skills for promotion and higher pay

D. Enjoyment

E. Feeling of success

F. To fit into society

G. Income to raise standard of living

III. Tips for the first day on the job

(NOTE: The first impression you make with co-workers and employers is often a lasting one. Be sure it is a good one.)

A. Report at work a few minutes ahead of time

(NOTE: This time will probably be used by your supervisor to show you around and introduce you to co-workers. A training program may be started.)

B. Listen to instructions carefully

(NOTE: Ask questions if you do not understand what is expected of you.)

C. Be friendly to co-workers, but do not waste time by visiting on the job

D. Show courtesy to supervisor

Example: Refer to this person appropriately, such as Mr., Ms., Mrs.

E. Try not to be nervous

(NOTE: It is easy to be over anxious and nervous the first day on the job. Try to relax and do your best work.)

INFORMATION SHEET

F. Learn about the company

Examples: History of the company, products and/or services provided

G. Report mistakes to immediate supervisor

(NOTE: Learn from your mistakes so that you will not make them again.)

H. Learn the company rules and regulations

I. Think for yourself

J. Take a real interest in your work

K. Keep work area neat

L. Do not be a clock watcher

IV. Guidelines for getting acquainted (Assignment Sheet #1)

(NOTE: Being new on a job can be hard if you do not know anyone on the job. These guidelines will help you get acquainted with co-workers.)

A. Be pleasant, cheerful, and friendly to everyone

B. Take time to know people as individuals

C. Do not force yourself on others

D. If invited, try out company-sponsored social groups and/or teams

E. Talk with others

F. Have desire to get acquainted with others

G. Learn interests of others

V. Ways to increase self-satisfaction in a job

(NOTE: Working a 40 hour week 50 weeks per year could be really depressing if you did not like your job or if you were not satisfied with your job and its setting. It has been shown that having a job you enjoy increases job satisfaction and reflects a better attitude and better attendance record.)

A. Keep a positive attitude

(NOTE: You need to reflect a willingness to learn. Always be open to suggestions and new ways to improve!)

B. Work toward job advancement (Assignment Sheet #3)

Examples: Prepare yourself for the next job higher up; do a good job on all projects; participate in job-enrichment programs

INFORMATION SHEET

C. Improve human relations skills

Examples: Avoid becoming part of cliques; have an emotional outlet; learn how to communicate with those who are difficult to communicate with; get along with your employer and co-workers

(NOTE: Those who get along with employers and co-workers will have greater personal satisfaction, better opportunities for advancement, greater productivity, and will contribute to overall morale.)

VI. Barriers to good communication (Assignment Sheets #1 and #2)

(NOTE: One of the keys to success in any job situation involves developing good communication patterns.)

A. Bypassing--Result of people forgetting or overlooking that a single word or expression may have several different meanings

(NOTE: Bypassing can be avoided by repeating the message/instructions to the sender, e.g., "I understand that you. . . .")

B. "Allness"--Belief by the person who says a statement that what is said is absolute, complete, and certain

(NOTE: The tone of "allness" is suggested by such words as "always," "every," and "never.")

Examples: You never remember to . . .

You always . . .

Every time . . .

C. Misuse of language--Labeling or name-calling and use of emotionally-loaded words

D. Poor listening skills--Lack of ability to think about what is being said

VII. Ways to improve listening skills

(NOTE: Probably the greatest single communication barrier results from poorly developed or forgotten listening skills. This problem often produces conflict or makes a situation involving conflict become worse. By listening to others carefully, you silently tell them you care about what they have to say. It is sometimes harder to listen to what someone else has to say than to dominate the conversation yourself.)

A. Encourage others to talk

INFORMATION SHEET

B. Use nonverbal actions to encourage the person who is talking

Examples: Look at the person who is talking; nod as you hear the meaning of what is being said

C. Take advantage of your fast-working mind; use the time to repeat and rephrase what the person has said

(NOTE: People can only speak about 125 words per minute--your mind can process five times as much in the same time period!)

D. Ask the speaker to repeat what was said when your mind wanders

E. DON'T INTERRUPT

(NOTE: Interrupting someone can cause hard feelings. You are not on a quiz show. Avoid blurting out answers before the speaker has finished!)

F. Listen for feelings as well as for facts

(NOTE: By listening for feelings you will become more aware of your own emotions; thus, you can control them. Also, as you listen for both feelings and facts you gain a better understanding of the speaker's message.)

VIII. Reasons people lose jobs

A. Human relations

Examples: Poor attitude, poor grooming habits, inability to communicate with employer and co-workers, troublemaking, disloyalty, lack of adaptability, lack of initiative, not dependable

B. Technical knowledge

(NOTE: Lack of or low ability to execute skills required in a particular job, carelessness, unwillingness to follow rules, and/or irresponsibility can account for loss of employment.)

C. Economic conditions

Examples: Depression; decline of opportunities due to exhaustion of natural resources, e.g., silver miners, gold panners, oil field workers in a given area; change in technology, e.g., blacksmiths, "icemen"

(NOTE: Those with the least seniority are usually let go first.)

INFORMATION SHEET

D. Low observance of or low dedication to work ethic

Examples: Too much attention to outside interests, lack of initiative, too little ambition, absenteeism

E. Health factors

IX. How to handle loss of employment (Assignment Sheet #4)

(NOTE: Loss of employment can occur in several ways: resignation, "lay-off," "firing." Coping is the most important factor in handling employment loss successfully.)

A. Maintain self-respect

(NOTE: It is not a crime to be unemployed but a phase of the time in which we live. With cheerfulness, braveness, and discipline survey the employment situation in your community.)

B. Use all known techniques for obtaining a job

Example: Apply at nearest employment office

C. Maintain a routine of self-improvement

Examples: Improve your physical appearance; keep informed with current reading; enroll in interesting courses

D. Change your environment if you feel yourself getting depressed

Examples: Visit friends in another part of the state, go camping, change your environment

E. Be creative and inventive

Examples: Bake bread; plant a garden; get involved with photography; build picture frames; collect butterflies; organize a job bank; needlepoint; sew

(NOTE: Look around you for whatever you can make or do that someone will appreciate. Sometimes a hobby can turn into a profitable business!)

F. Do volunteer work

(NOTE: Volunteer work not only can help you maintain your dignity but it also can lead to an employment opportunity.)

PROGRESS ON THE JOB
UNIT II

ASSIGNMENT SHEET #1--DEVELOP A PLAN FOR SELF-IMPROVEMENT

NAME________________________________ SCORE______________

A growing proportion of the population is entering the job market. The baby boom of the late 1940's has been reflected in approximately one million more workers entering the labor market each year since 1969. The new work force also includes women returning to work in mid-life. Because of this large number of people competing for jobs it is essential to evaluate personal habits and develop a plan for self-improvement in order to make yourself more employable. Check the column which best describes you.

(NOTE: If you have not yet been employed, base your evaluation on "work situations" in the classroom)

PART I:

CO-WORKERS (OR STUDENTS)	YES	NO	SOMETIMES
Do you do your own work and not leave it for someone else to do?			
Do you clean up after yourself?			
Are you willing to learn from others about how to do a job better?			
Do you contribute to morale and team spirit at place of business?			
Do you learn names of people with whom you work as soon as possible?			
Do you take a sincere interest in co-workers, their families, and their interests?			
Are you a good listener?			
Do you admit mistakes without making excuses?			
Do you assume blame for things that are your fault?			
Do you avoid gossip?			
Do you support co-workers?			

ASSIGNMENT SHEET #1

EMPLOYER (OR TEACHER)	YES	NO	SOMETIMES
Are you cheerful?			
Do you feel your job is a privilege, not a right?			
Do you try always to do the best you can?			
Do you know your job?			
Are you on the job unless excused?			
Are you on time and ready to work?			
Are you doing a day's work for a day's pay?			
Do you try to avoid waste of all kinds (material, time, equipment)?			
Do you look for a better way to do the job?			
Do you tell the truth and are you sincere?			
Do you ask questions when you need help?			
Do you try to see employer's side when there is a problem?			
CUSTOMERS (OR ANYONE WITH WHOM YOU'RE WORKING)			
Do you know what is expected of you and do your job well?			
Do you give business-like treatment to customers?			
Do you keep promises made to customers?			
Are you polite to customers?			
Do you recognize customers as buyers of your service and give them their money's worth?			
Are you sincere?			
Do you smile?			
Are you friendly, interested, and sympathetic?			
Do you gain the customer's confidence and listen?			

ASSIGNMENT SHEET #1

	YES	NO	SOMETIMES
Do you try not to rush the customer?			
Do you avoid arguing with an angry customer?			
Do you avoid comments that might upset a customer?			
Do you refer matters you cannot handle to supervisor?			
Do you treat each customer as an individual?			
Do you take pride in winning a customer's friendship?			

PART II:

Complete the following questions referring back to Part I.

1. List those areas in which you are strongest.

____

____

____

____

2. List those personal areas in which you need improvement.

____

____

____

____

3. What could you do to improve the areas in which you are weak?

____

____

____

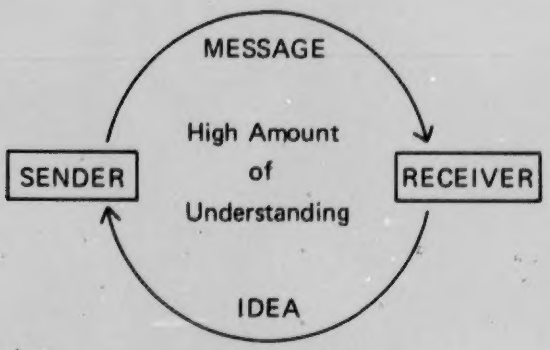
____

PROGRESS ON THE JOB
UNIT II

ASSIGNMENT SHEET #2--EVALUATE LISTENING SKILLS

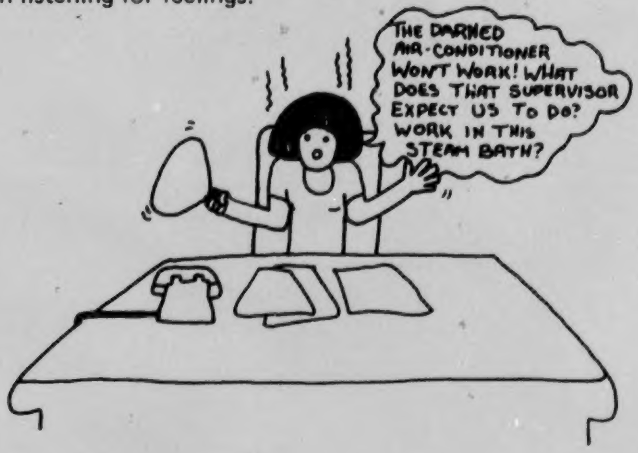
NAME ______________________________ SCORE ______________

Communication is the sharing of a message or an idea which results in a high amount of understanding between the sender and the receiver of the message.


MESSAGE
High Amount of Understanding
SENDER
RECEIVER
IDEA

SHARING AND UNDERSTANDING ARE THE KEY WORDS!!! MEANINGS ARE IN PEOPLE NOT IN WORDS.

Listening is one key to effective communication! Effective listening requires two skills: the ability to listen for facts and the ability to listen for feelings. Listening for facts comes more naturally than listening for feelings!


THE DARNED AIR-CONDITIONER WON'T WORK! WHAT DOES THAT SUPERVISOR EXPECT US TO DO? WORK IN THIS STEAM BATH?

1. What are the facts in the above message?

____

____

ASSIGNMENT SHEET #2

2. What are the feelings in the message?

(NOTE: When a person's expressed feelings are ignored the first time around, that person will usually make a second attempt to express her or his feelings!! LISTEN!!!)

This activity will give you practice listening for feelings as well as for facts. Remember that most people can get the facts in a message. It is more difficult to listen for feelings. However, the true message lies in the combination of both the facts and feelings.

Four students (two pro and two con) should debate one of the following topics or one of their choice: capital punishment, abortion, Equal Rights Amendment, drafting women, birth control, nuclear energy, effect of drugs on future generations. Listen to the debate and answer the questions that follow.

(NOTE: Read all questions before activity begins!)

1. What problems come up when the opposing side forgets to listen for feelings?

2. Why is it difficult to get agreement on value statements?

3. How often did the opposing side mistake feelings for fact?

ASSIGNMENT SHEET #2

4. Why is it more difficult to find proof for value statements than for statements of fact?

5. What communication barriers arise when false opinions and feelings get in the way of listening?

6. Did the audience let their own sentiments and attitudes affect the way they heard the argument? Why or why not?

Adapted with permission from *Human Relations in Business.* Cincinnati: South-Western Publishing Company, 1977.

PROGRESS ON THE JOB
UNIT II

ASSIGNMENT SHEET #3--ASK FOR A RAISE

NAME____________________________________ SCORE________________

Asking for a raise . . . the ideal situation exists when true merit is recognized and never needs to be called to the employer's attention. If your situation is not ideal, what can you do? Obviously, there is only one answer: you must bring the matter up; you must ask for a raise.

Use the guidelines below to role play with another student or a resource person provided by your teacher.

1. BEFORE YOU SPEAK AT ALL, YOU MUST PRECEDE YOUR REQUEST WITH CONSIDERABLE THOUGHT AND STUDY.

2. Determine if you are justified in asking for a promotion or a raise by making out a good case for yourself in writing. BE OBJECTIVE!!!

   Examples: What about your production?

   Is there a standard for your work in your office?

   If so, how does your production compare with this standard?

   How many customers or callers have you handled without a complaint?

   What additional preparation have you made since you were hired?

   If you were to take an employment test at this point, would you be significantly higher than the one you took when you applied for your job?

3. Check your attitudes and work habits.

   Examples: Are you always prompt in arriving for work?

   Do you work overtime without complaint when it is necessary?

   How many days of work have you missed because of illness?

   Are you considered cooperative by your supervisors and your co-workers?

   When you finish the work assigned, do you find something else to do?

4. Ask your employer for an appointment.

ASSIGNMENT SHEET #3

5. Bring your notes with you to your interview.

   Example: "________________________, I have enjoyed my work here very much. As I was hired two years ago, you may be interested in the progress I have made since then."

6. Explain the progress.

   (NOTE: If you are confident of your worth, you will be able to respond pleasantly to any gruffness or lack of enthusiasm on your employer's part. If the employer challenges your statements, see that you neither back down nor get on the defensive. Simply and calmly bring up the case that you have prepared. After all, it is merely another employment interview, and you passed the first one.)

7. Thank your employer for the interview and for the time spent.

8. Leave.

   (NOTE: Go back to your work and be patient. Even if your employer has seemed impressed with your facts, you must not expect your raise to be forthcoming at once. The employer may intend to grant your request after conferring with other members of the firm. DON'T RUIN A GOOD CASE BY BECOMING A NUISANCE.)

9. Ask your employer if any decision has been made after two weeks.

   (NOTE: KEEP YOUR TONE FRIENDLY BUT IMPERSONAL! TOO MUCH EMOTION HAS RUINED MORE THAN ONE GOOD CAUSE. Even though you may be worthy of a raise, circumstances, such as budget, may prevent your employer from giving you a raise. If you do not get the raise, your alternatives are to quit the job or to accept the fact that you are not getting the raise. Remaining on the job and griping or being dissatisfied will not improve relations with your employer.)

PROGRESS ON THE JOB
UNIT II

ASSIGNMENT SHEET #4--WRITE A LETTER OF RESIGNATION

NAME____ SCORE__________________

It is not unusual for a person to change jobs a number of times before finding a position regarded as permanent. Part of total career success involves notifying your present employer. How do you leave with a good impression?

Sometimes a letter is necessary because of the distance involved or the difficulty of arranging an interview with the proper company official. If notice can be given in person, you should do so. It usually takes little time, but is affords the opportunity for a discussion which could lead to improved understanding, if not other advantages.

A good letter of resignation, including one that merely confirms a conversation, has many possible advantages. Written in a spirit of friendliness and cooperation, it can be a valuable addition to your personnel file. Later on, if supplying a recommendation, a supervisor may wish to see your file to refresh his or her memory about you. Your "exit" letter will show that you apparently left on friendly terms and gave notice in writing. Under the principal of "all's well that ends well," the letter may cause a better recommendation than would otherwise be written. It can also provide a favorable climate for you to rejoin the company, if unforeseen events bring you back to the company.

Use the guidelines below and the sample letter to write a letter of resignation.

1. Address the letter to the nearest manager or department head above you.

2. Imply that your departure will be taken as an inconvenience.

3. Begin with a statement that will be of interest and will appeal to your reader.

   Examples: Show appreciation for the duraton of employment under this company's management

   Acknowledge the confidence placed in you by various advancements

   Comment on the rewarding experience you have acquired under their direction

   (NOTE: The purpose of this is to place your reader in a relaxed frame of mind so that she or he will be receptive to the message that follows.)

4. Give "positive" reasons for going to the new job; avoid "negative" reasons for leaving the job.

5. Mention the name of the new employer and the position you are to fill.

ASSIGNMENT SHEET #4

6. Give an appropriate time notice.

   (NOTE: This time interval should meet company regulations. There is no set time that can be quoted; sometimes two weeks, sometimes an even longer period of time. Usually the higher you are in the organization, the more likely it is that you should give notice of a month or more.)

7. End on a constructive or encouraging note.

   Examples: Request a personal interview to explain in greater detail

   Offer to extend the departure date, if possible, while a replacement is being found

   Offer to help break in the replacement

   Suggest a possible replacement, if not out of place

   Simply offer to be available to help in the transition, as needed

8. Keep copy of letter.

9. Mail letter

   (NOTE: Circumstances may warrant a registered letter.)

ASSIGNMENT SHEET #4

Sample Resignation Letter

May 3, 1977

Roscoe Neal, Manager
Implied Products, Inc.
2341 Roadway
Anytown, America 00000

Dear Mr. Neal:

Ten days ago I had no idea that I might be writing you this letter. I must say that my association with Implied Products, Inc. has always been gratifying and rewarding. In particular, I appreciate the guidance you personally have given me since my start here thirteen months ago.

Last week, however, I received a job opportunity which I consider too good to pass up. National Success Products is staffing its new plant in Somecity, Anystate, my old hometown. I have been offered the position of assistant office manager at an attractive starting salary. Although the income is important, the prospect of returning to the southern Anystate area is irresistable.

I have decided to accept the offer from National Success Products. As I am to report on June 1, this letter should give you about four weeks notice.

If there is anything I can do during the next few weeks to help the office prepare for my departure, I shall be happy to be of service.

Respectfully yours,

Susan B. Jones

Susan B. Jones
Head Secretary, Sales

PROGRESS ON THE JOB
UNIT II

ASSIGNMENT SHEET #5--INTERVIEW AN EMPLOYER

NAME________________________ SCORE____________

Part of successful employment involves getting along with and establishing a good relationship with your employer(s). It also involves understanding what is expected of you by your employer(s). Arrange to interview an employer in your area. This interview can assist you in getting to know an employer and will help you to determine what is expected of an employee who successfully progresses on the job. Complete the following questions during your interview.

1. How long have you been an employer?

   ____

2. How many employees do you have?

   ____

3. What are the advantages of your job?

   ____

   ____

   ____

   ____

4. What are the disadvantages of your job?

   ____

   ____

   ____

   ____

5. What qualities do you expect of employees who successfully progress on the job?

   ____

   ____

   ____

   ____

ASSIGNMENT SHEET #5

6. What reasons would you use to terminate the employment of one of your employees?

PROGRESS ON THE JOB
UNIT II

TEST

NAME_______________________________________ SCORE__________________

1. Match terms associated with progress on the job to the correct definitions. Place the correct numbers in the blanks provided.

_____a. Way which one acts and feels about people, things, and ideas

_____b. Traditional belief that Americans owe it to their country (and to God) to work; leads one to believe that it is morally wrong not to work

_____c. Openness to experiences and suggestions which will increase your present knowledge

_____d. Action that is acquired and has become automatic

_____e. Continuous process of interacting with people

_____f. Sharing a message or an idea which results in an understanding between the sender and the receiver of the message

_____g. Emerging concept that individuals owe it to themselves rather than to society to work; leads one to believe that there is human dignity to be found in work

_____h. Opportunities designed to upgrade a worker's knowledge and/or skills

_____i. What you know about the job itself

1. Technical knowledge
2. Human relations
3. Work ethic
4. Work value
5. Attitude
6. Communication
7. Habit
8. Learning attitude
9. Job enrichment programs

2. Name four reasons for holding a job.

a. ____

b. ____

c. ____

d. ____

3. Select from the list below tips for the first day on the job. Mark each correct answer with an "X."

_____a. Listen to instructions carefully

_____b. Take a real interest in your work

_____c. Report at work a few minutes ahead of time

_____d. Learn company rules and regulations

_____e. Show courtesy to supervisor

_____f. Take time to find out about personal lives of co-workers

_____g. Report mistakes to immediate supervisor

_____h. Make suggestions to supervisor for improving office procedures

4. Select from the list below guidelines for getting acquainted. Mark each correct answer with an "X."

_____a. Do not force self on others

_____b. Be pleasant, cheerful, and friendly to everyone

_____c. Share your personal problems

_____d. Offer constructive criticism

_____e. Learn interests of others

_____f. Borrow money during coffee break for refreshments

_____g. Have desire to get acquainted with others

_____h. Talk with others

_____i. If invited, try out for company-sponsored social groups and/or teams

_____j. Take time to know people as individuals

5. Select from the list below ways to increase self-satisfaction in a job. Mark each correct answer with an "X."

_____a. Do only the amount of work required

_____b. Work toward job advancement

_____c. Keep a positive attitude

_____d. Share dissatisfaction with co-workers

_____e. Become part of cliques

_____f. Improve human relations skills

_____g. Bring hobby materials to fill spare work time

6. Match barriers to good communication to the correct descriptions/definitions. Place the correct numbers in the blanks provided.

_____a. Labeling or name-calling and use of emotionally-loaded words	1. Bypassing
_____b. Result of people forgetting or overlooking that a single word or expression may have several different meanings	2. Allness
_____c. Lack of ability to think about what is being said	3. Misuse of language
_____d. Belief by person who says statement that what is said is absolute, complete, and certain	4. Poor listening skills

7. State four ways to improve listening skills.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

8. Name three reasons people lose jobs.

a. ______________________________

b. ______________________________

c. ______________________________

9. Describe how to handle loss of employment.

____

____

____

____

____

____

10. Develop a plan for self-improvement.

11. Evaluate listening skills.

12. Ask for a raise.
13. Write a letter of resignation.
14. Interview an employer.

(NOTE: If activities 10-14 have not been finished before the test, ask instructor when they should be completed.)

PROGRESS ON THE JOB
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (18 points)

   a. 5 f. 6

   b. 3 g. 4

   c. 8 h. 9

   d. 7 i. 1

   e. 2

2. (4 points)

   Any four of the following:

   a. Income to meet obligations

   b. Personal satisfaction

   c. Development of skills for promotion and higher pay

   d. Enjoyment

   e. Feeling of success

   f. To fit into society

   g. Income to raise standard of living

3. (16 points)

   a, b, c, d, e, g

4. (20 points)

   a, b, e, g, h, i, j

5. (14 points)

   b, c, f

6. (8 points)

   a. 3

   b. 1

   c. 4

   d. 2

7. (4 points)

   Any four of the following:

   a. Encourage others to talk

   b. Use nonverbal actions to encourage person who is talking

   c. Take advantage of your fast-working mind; use the time to repeat and rephrase what the person has said

   d. Ask speaker to repeat what was said when your mind wanders

   e. Don't interrupt

   f. Listen for feelings as well as for facts

8. (3 points)

   Any three of the following:

   a. Human relations

   b. Technical knowledge

   c. Economic conditions

   d. Low observance of or low dedication to work ethic

   e. Health factors

9. (8 points)

   Description should include:

   a. Maintain self-respect

   b. Use all known techniques for obtaining a job

   c. Maintain a routine of self-improvement

   d. Change your environment if you feel yourself getting depressed

   e. Be creative and inventive

   f. Do volunteer work

10. Evaluated to satisfaction of instructor (25 points)
11. Evaluated to satisfaction of instructor (25 points)
12. Evaluated to satisfaction of instructor (15 points)
13. Evaluated to satisfaction of instructor (20 points)
14. Evaluated to satisfaction of instructor (20 points)

LABELING
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to use information on hang tags and labels when selecting and caring for fabrics and clothing. This knowledge will be evidenced through completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with labeling to the correct definitions.
2. State the purpose of Federal labeling laws.
3. Define the Federal Trade Commission.
4. Distinguish between required and optional information found on hang tags and labels.
5. Select from a list provisions of the Care Labeling Rule.
6. Evaluate label or hang tag.
7. Interpret care label information.

LABELING
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Order films, filmstrips, or other materials planned to supplement unit.

   B. Provide student with objective sheet.

   C. Provide student with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Adapt materials for special needs students.

   G. Evaluate students' knowledge to determine if they have achieved competencies established in "Basic Sewing Techniques" unit in the Clothing and Textiles section of *Home Economics I: Basic Core.*

   H. Assign students to research current legislation on textiles and labeling.

   I. Allow each student to select a fabric finish, find information about this finish, and report to class. Report might include:

      1. Type of finish, such as permanent-press

      2. What finish means

      3. Trademark name on label, such as sanforized-Plus

      4. What it tells you about care of garment

   J. Arrange for a study tour to local clothing and fabric stores to allow students to study and compare different types of hang tags and labels. This will assist students in completing Assignment Sheets #1 and #2.

   K. Have students design both a hang tag and care label which contain desirable and required information. Allow class members to evaluate and select the best hang tag and care label. Use these as background for a bulletin board during this unit.

   L. Utilize speaker to visit with class on history of labeling. Gather old and new labels to study changes in labels over the years.

M. Obtain "Clothing Flammability: A Consumer Concern" (*Family Living Topics*, T-1208) handout from Oklahoma State University Extension Center, Stillwater, Oklahoma 74074. Allow students to read this publication and then visit a clothing store. Have students find and list types of clothing items which indicate on label or hang tag that garment is made from a flame-retardant fiber or treated with a flame-retardant finish.

N. Assist students in determining what measures should be taken to solve a problem with a textile product. The following steps usually are taken to solve problems:

  1. Take problem to person in charge at store where item was purchased

  2. Take problem to manufacturer

  3. Take problem to Federal Trade Commission

O. Give test.

P. Reteach, if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

  1. Assignment Sheet #1--Evaluate Label or Hang Tag

  2. Assignment Sheet #2--Interpret Care Label Information

D. Test

E. Answers to test

II. Unit references:

A. Benson, Ann. *Home Economics II: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

B. Kleeberg, Irene Cumming, ed. *The Butterick Fabric Handbook.* New York: Butterick Publishing, 1975.

C. Vanderhoff, Margil. *Clothes--Part of Your World.* Lexington, Massachusetts: Ginn and Company, 1973.

D. Halmes, Ellen, and Truitt, Debbie. *Custom Sewing.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

E. Baker, Marjorie Y. "The Care Labeling Rule." *Family Living Topics*, T-1201. Stillwater: Oklahoma State University Cooperative Extension Service, March, 1977.

F. Baker, Marjorie Y. "Textile Fibers--A Key to Better Buymanship." (FLC-1701). Stillwater: Oklahoma State University Cooperative Extension Service, December, 1973.

LABELING
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Textile--Constructed fabric or raw material suitable for use as cloth

   B. Generic--Group of fibers with similar characteristics

   Examples of generic names: Cotton, silk, polyester, wool, nylon

   C. Finish--Treatment or processes used to improve fabrics in various ways

   (NOTE: Often less desirable characteristics of fibers can be controlled by special finishes. For instance, polyester is combined with cotton to make the cotton more crease-resistant.)

   Examples of finishes: Crease-resistant, permanent-press, stain-resistant water-repellent

II. Purpose of Federal labeling laws--To provide consumers with information enabling them to select and/or care for textile products

III. Federal Trade Commission--Government agency charged with responsibility of preventing unfair practices by interpreting and enforcing various laws and acts which protect the consumer

Example: Textile Fiber Products Identification Act

IV. Required and optional information found on hang tags and labels (Assignment Sheet #1)

   A. Required information

   (NOTE: This information is required by the Textile Fiber Products Identification Act of 1960. It applies to all garments, piece goods, and home furnishings.)

      1. Generic name of fiber contained in fabric

      2. Percentage by weight of fiber present

   B. Optional information

      1. Manufacturer

      2. Price

INFORMATION SHEET

3. Special finishes

4. Brand name or trade name

5. Size

V. Provisions of the Care Labeling Rule (Assignment Sheet #2)

(NOTE: This trade regulation was established by the Federal Trade Commission on July 3, 1972.)

A. Clothing items and fabrics manufactured or completed on or after July 3, 1972 must have permanent care labels

(NOTE: It also includes imported items.)

B. Care labels must be provided to the home sewer when fabrics are purchased

(NOTE: It is up to the home sewer to see that these labels are permanently attached to the garment.)

C. Labels must explain care and maintenance required in regular use of garment

Examples: How to wash, bleach, dry, iron, or dry clean

(NOTE: Information must apply to all components of the garment. Any exceptions must be indicated on label, such as lace trim or fur that should be removed before cleaning.)

D. Labels must provide warning statements when the usual care methods seem to apply but do not

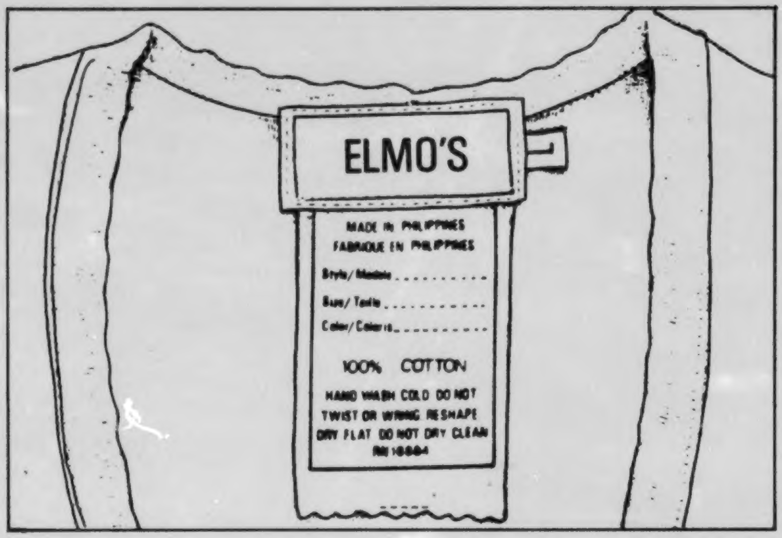
Example: A machine washable garment is usually dry cleanable. If it is not, the label should have a warning, such as "Machine wash--do not dry clean."

E. Labels should make consumer aware of possible choices for care and maintenance

Examples: Hand wash OR dry clean

INFORMATION SHEET

F. Labels must be attached in a place where they will be easily located


ELMO'S
MADE IN PHILIPPINES
FABRIQUE EN PHILIPPINES
Style/Modele
Size/Taille
Color/Coloris
100% COTTON
HAND WASH COLD DO NOT
TWIST OR WRING RESHAPE
DRY FLAT DO NOT DRY CLEAN

G. Labels must be legible for the life of the garment

H. Labels must be placed on removable garment parts

Example: A zip-out lining should have its own separate care label

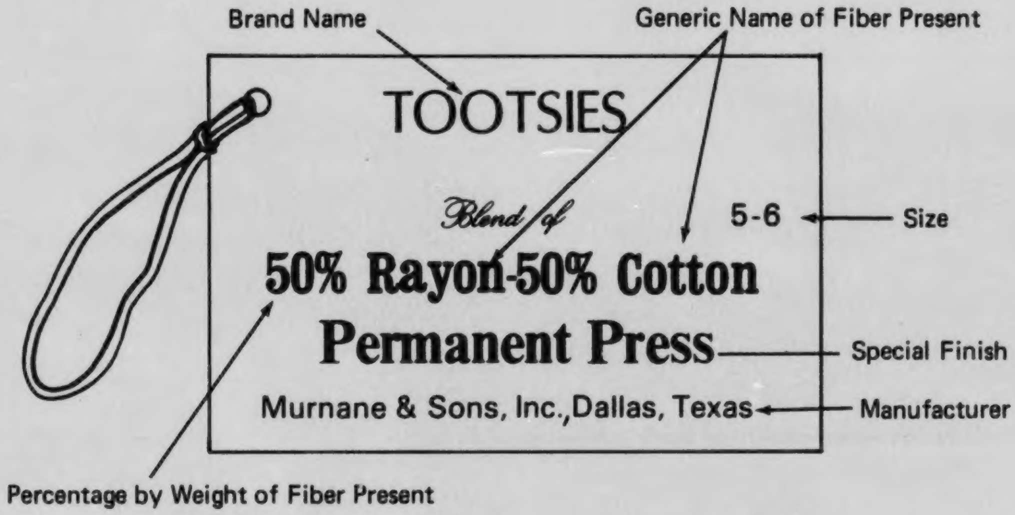
LABELING
UNIT I

ASSIGNMENT SHEET #1--EVALUATE LABEL OR HANG TAG

NAME____________________________________ SCORE________________

Although information on textile products can be obtained from sources such as pamphlets, newspaper articles, magazines, scientific publications, advertisements, and salespeople, the most reliable source of information is the label and/or hang tag itself. This will provide specific product information.

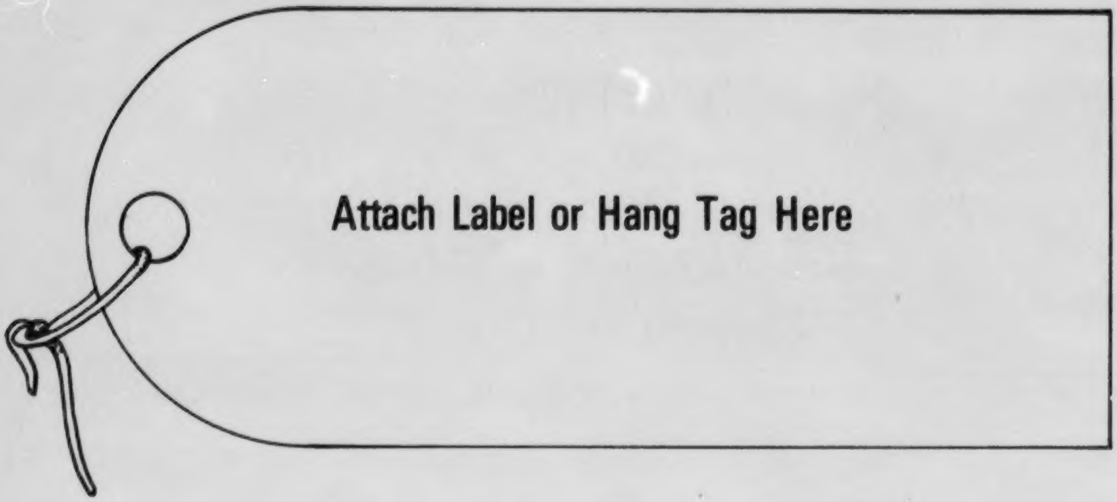
Example of hang tag:


Brand Name
Generic Name of Fiber Present
TOOTSIES
Blend of
5-6
Size
50% Rayon-50% Cotton
Permanent Press
Special Finish
Murnane & Sons, Inc., Dallas, Texas
Manufacturer
Percentage by Weight of Fiber Present

ASSIGNMENT SHEET #1

PART I

Obtain a hang tag or label from a textile product. This could be a household product such as a bedspread or pillow. It could also be a pair of hose or a scarf! Attach the label or hang tag to this assignment sheet in the space provided below. Use information provided in objective four and this assignment sheet to label information provided on the hang tag or label.



Attach Label or Hang Tag Here

ASSIGNMENT SHEET #1

PART II

1. What required information was contained on the label or hang tag?

___

___

___

2. What optional information was contained on the label or hang tag?

___

___

___

___

3. In your opinion was there adequate information provided or do you feel that more information should have been provided? Explain your answer.

   Example: Mention categories of information that would have assisted you in the selection and/or care of this textile product

___

___

___

___

___

___

4. Who would you contact if you had problems with this textile product? You have cared for the item as directed on the care label but the item is ruined.

___

___

___

___

___

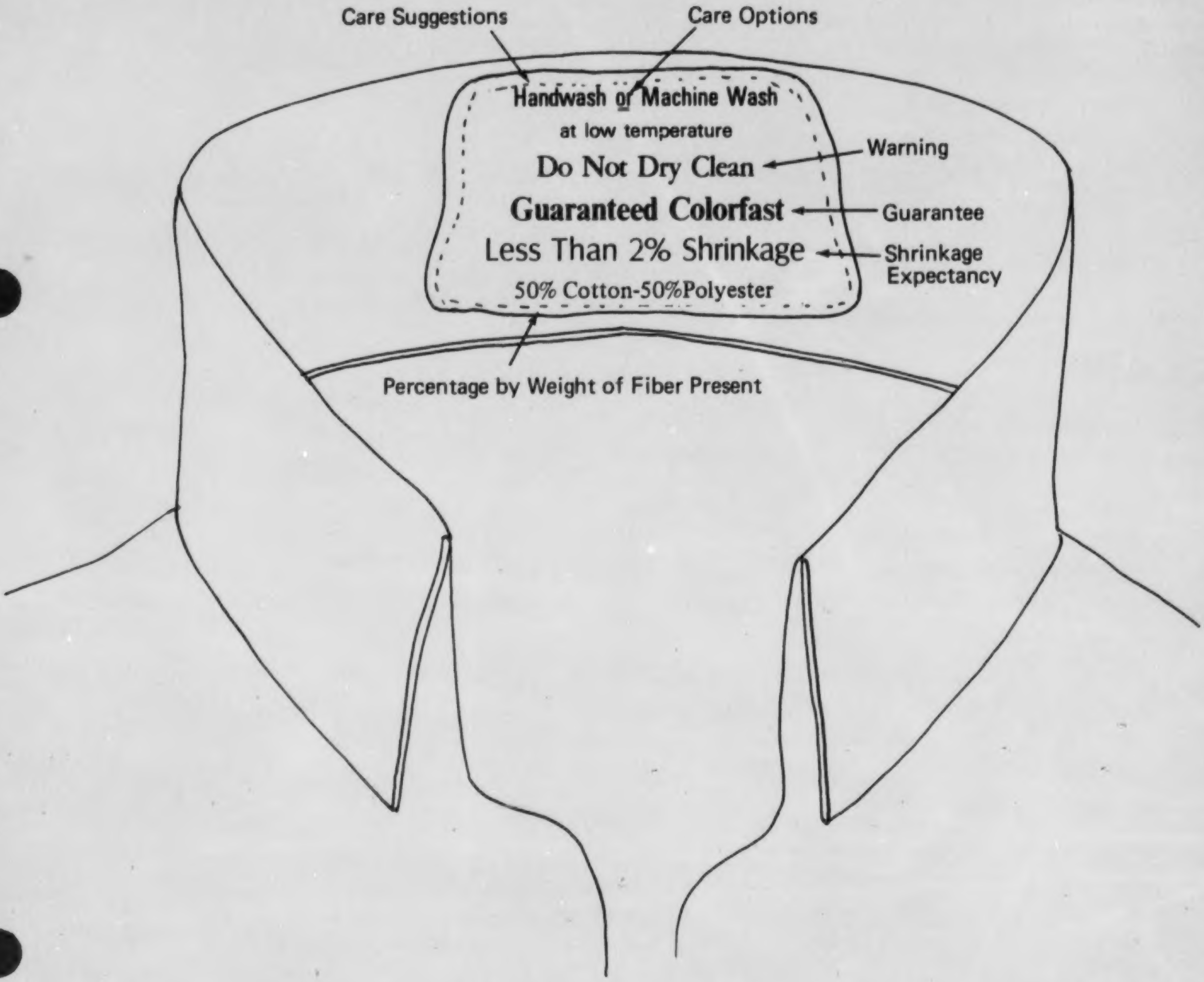
LABELING
UNIT I

ASSIGNMENT SHEET #2--INTERPRET CARE LABEL INFORMATION

NAME______________________________________ SCORE________________

Care labels must contain information on care and maintenance required of the fabric or garment in regular use. Other information such as guarantees, warranties, and shrinkage expectancy often are included on the care label.

Example of a care label:


Care Suggestions
Care Options
Handwash or Machine Wash
at low temperature
Do Not Dry Clean
Warning
Guaranteed Colorfast
Guarantee
Less Than 2% Shrinkage
Shrinkage Expectancy
50% Cotton-50%Polyester
Percentage by Weight of Fiber Present

ASSIGNMENT SHEET #2

PART I

Care labels often found in ready-made clothing and descriptions of what each means are listed in the chart below. This chart will assist you in completing the assignment that follows.

CARE LABELS FOUND IN READY-MADE CLOTHING*

When label reads:	It means:
Machine wash	Wash, bleach, dry, and press by any customary method including commercial dry cleaning
Home launder only	Same as above but do not use commercial laundering
No bleach	Do not use bleach
No starch	Do not use starch
Cold wash Cold rinse	Use cold water from tap or cold washing machine setting
Warm wash Warm rinse	Use warm water from tap or warm washing machine setting
Hot wash	Use hot water or hot washing machine setting
No spin	Remove item before final machine spin cycle
Delicate cycle Gentle cycle	Use appropriate machine setting; otherwise, wash by hand
Durable press cycle Permanent press cycle	Use appropriate machine setting; otherwise, use medium wash, cold rinse, and short spin cycle
Wash separately	Wash alone or with similar colors
Hand wash	Launder only by hand in lukewarm (hand-comfortable) water; may be bleached; may be dry cleaned
Hand wash only	Same as above, but do not dry clean
Hand wash separately	Hand wash alone or with similar colors.

Used with permission of the American Apparel Manufacturer's Association (AAMA) from the *Butterick Fabric Handbook* by Irene Cumming Kleeberg, ed., copyright 1975, pp. 38-39.

ASSIGNMENT SHEET #2

When label reads:	It means:
No bleach	Do not use bleach
Damp wipe	Clean surface with damp cloth or sponge
Tumble dry	Dry in tumble dryer at specified setting-high, medium, low, or no heat
Tumble dry Remove promptly	Same as above, but in absence of cool-down cycle remove at once when tumbling stops
Drip dry	Hang wet and allow to dry with hand-shaping only
Line dry	Hang damp and allow to dry
No wring No twist	Hang to dry, drip dry, or dry flat only; handle carefully to prevent wrinkles and distortion
Dry flat	Lay garment on flat surface to dry
Block to dry	Maintain original size and shape while drying
Cool iron	Set iron at lowest setting
Warm iron	Set iron at medium setting
Hot iron	Set iron at hot setting
Do not iron	Do not iron or press with heat
Steam iron	Iron or press with steam
Iron damp	Dampen garment before ironing
Dry clean only	Garment should be dry cleaned only at professional or selfservice cleaners
Professionally dry clean only	Do not use selfservice dry cleaning
No dry clean	Use recommended care instructions; do not use dry cleaning solvents

ASSIGNMENT SHEET #2

Obtain three garments containing different care labels. Write the information contained on each care label in the spaces provided. Next, interpret the information on each label using the information on each label using the preceeding chart as a guide.

CARE LABEL READS	IT MEANS
1. ______________	1. ______________ ______________
2. ______________	2. ______________ ______________
3. ______________	3. ______________ ______________

CARE LABEL READS	IT MEANS
1. ______________	1. ______________ ______________
2. ______________	2. ______________ ______________
3. ______________	3. ______________ ______________

CARE LABEL READS	IT MEANS
1. ______________	1. ______________ ______________
2. ______________	2. ______________ ______________
3. ______________	3. ______________ ______________

ASSIGNMENT SHEET #2

1. Do you feel that each of the care labels provided adequate information to enable you to properly care for each garment?

   ____

2. Explain your answer. ______________________________

   ____

   ____

   ____

   ____

   ____

PART II

Care labels must be provided for fabric sold by the yard. In most instances, it will be necessary for you to request these labels. It is up to the customer to sew the care labels into the garment upon completion. The following care labels are provided in most fabric stores for fabric sold by the yard.

Labels For Fabric Sold By The Yard

△1 Machine Wash Warm

△2 Machine Wash Warm
Line Dry

△3 Machine Wash Warm
Tumble Dry
Remove Promptly

△4 Machine Wash Warm
Delicate Cycle
Tumble Dry Low
Use Cool Iron

△5 Machine Wash Warm
Do Not Dry Clean

△6 Hand Wash Separately
Use Cool Iron

△7 Dry Clean Only

△8 Dry Clean Pile Fabric
Method Only

△9 Wipe With Damp
Cloth Only

Used with permission of the Textile Distributors Association from the *Butterick Fabric Handbook* by Irene Cumming Kleeberg, ed., copyright 1975, page 39.

ASSIGNMENT SHEET #2

1. Visit a fabric store. Which of these care labels were available upon your request? "X" next to the labels that were available.

_____ a. △1 Machine Wash Warm

_____ b. △2 Machine Wash Warm
Line Dry

_____ c. △3 Machine Wash Warm
Tumble Dry
Remove Promptly

_____ d. △4 Machine Wash Warm
Delicate Cycle
Tumble Dry Low
Use Cool Iron

_____ e. △5 Machine Wash Warm
Do Not Dry Clean

_____ f. △6 Hand Wash Separately
Use Cool Iron

_____ g. △7 Dry Clean Only

_____ h. △8 Dry Clean Pile Fabric
Method Only

_____ i. △9 Wipe With Damp
Cloth Only

2. Were others available? ____

3. If so, what information was on the care label(s)?

____

____

____

____

____

____

LABELING
UNIT I

TEST

NAME____ SCORE__________________

1. Match terms associated with labeling to the correct definitions. Place the correct numbers in the blanks provided.

______a. Treatment or processes used to improve fabrics in various ways

______b. Constructed fabric or raw material suitable for use as cloth

______c. Group of fibers with similar characteristics

1. Textile
2. Generic
3. Finish

2. State the purpose of Federal labeling laws.

____

____

3. Define Federal Trade Commission.

____

____

____

4. Distinguish between required and optional information found on hang tags and labels. Place an "R" for required information and an "O" for optional information.

______a. Price

______b. Size

______c. Manufacturer

______d. Generic name of fiber contained in fabric

______e. Brand name or trade name

______f. Special finishes

______g. Percentage by weight of fiber present

5. Select from the list below provisions of the Care Labeling Rule. Mark each correct answer with an "X."

   ______a. Labels must be attached in a place where they will be easily located

   ______b. Care labels are automatically included with fabric purchases

   ______c. Labels must provide warning statements when the usual care methods seem to apply but do not

   ______d. Labels must be placed on removable garment parts

   ______e. Labels must be made from fibers which are nonirritating to skin

   ______f. Labels must explain care and maintenance required in regular use of garment

   ______g. Care labels should contain pricing information

   ______h. Labels should make consumer aware of possible choices for care and maintenance

   ______i. Garment will only contain one label

   ______j. Labels must be legible for the life of the garment

6. Evaluate label or hang tag.

7. Interpret care label information.

   (NOTE: If activities 6 and 7 have not been finished prior to the test, ask your instructor when they should be completed.)

LABELING
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. (6 points)

   a. 3

   b. 1

   c. 2

2. (10 points)

   To provide consumers with information enabling them to select and/or care for textile products

3. (10 points)

   Government agency charged with responsibility of preventing unfair practices by interpreting and enforcing various laws and acts which protect the consumer

4. (14 points)

   a. O

   b. O

   c. O

   d. R

   e. O

   f. O

   g. R

5. (20 points)

   a, c, d, f, h, j

6. Evaluated to satisfaction of instructor (15 points)

7. Evaluated to satisfaction of instructor (25 points)

FABRICS AND TEXTILES
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify, select, and care for fabrics and/or fabric products. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with fabrics and textiles to the correct definitions.
2. Name the two classes of textile fibers.
3. Match natural fibers to the correct sources.
4. Name types of synthetic fibers.
5. Complete a chart on the characteristics of the basic natural fibers.
6. Complete a chart on the characteristics of the basic synthetic fibers.
7. Label basic methods of fabric construction.
8. Label types of weaves.
9. Select from a list fabric characteristics influenced by construction methods.
10. Select from a list reasons for blending fibers.
11. Describe basic methods of applying design to fabric.
12. Select from a list purposes of fabric finishes.
13. Name desirable characteristics of fabric.
14. Match common fabric names to the correct descriptions and pictures.
15. Select from a list guidelines to follow when coordinating patterns with fabrics.
16. Collect samples of natural and synthetic fibers.
17. Collect samples of basic fabric construction methods.
18. Collect samples of common fabrics.
19. Coordinate patterns with fabrics.

FABRICS AND TEXTILES
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Order films, filmstrips, and games planned to supplement unit.

   B. Provide student with objective sheet.

   C. Provide student with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information sheet.

   F. Discuss assignment sheets.

   G. Adapt materials for special needs students.

   H. Have students construct weave types using construction paper strips.

   I. Encourage students to identify a fabric finish and research it to find out its purpose and other related information. Report findings to class.

   J. Have students bring samples to class of basic methods of applying design to fabric.

      Examples: Flocking, embossing, embroidery, printing

   K. Allow students to complete home experience involving machine or hand embroidery project.

   L. Arrange study tour to fabric store to assist in completion of assignment sheets.

   M. Invite resource person knowledgeable in fabrics and textiles to discuss career opportunities available in fabric and textile related occupations.

   N. Bring a fabric to class and demonstrate how to find the true bias of fabric. Display garments made using the bias. Discuss their characteristics.

   O. Show students how to identify nap direction.

   P. Identify warp and filling yarns for students.

   Q. Explain information found on fabric bolts to students. Explain that it will probably be necessary for them to ask for the care labels that are to be provided.

R. Use "A Trip to the Fabric Store" from *The Butterick Sewing Series* as a motivation for students as they select fabrics, notions, and interfacing.

(NOTE: This multimedia teaching kit includes two filmstrips and cassette tapes, a teacher's guide, a game "Play It Smart", transparencies, and spirit masters. It is available for purchase from Butterick Publishing, 161 Sixth Avenue, New York, New York 10013.)

S. Introduce unit using "Discovering Fibers and Fabrics" from *The Butterick Sewing Series.*

(NOTE: This multimedia teaching kit includes a teacher's guide, two cassettes, and two filmstrips. It is available for purchase from Butterick Publishing, 161 Sixth Avenue, New York, New York 10013.)

T. Assist in gathering pattern books, magazines, and fabric samples needed by students to complete assignment sheets.

U. Encourage students to compare costs of purchasing ready-to-wear garments to constructing a similar product.

V. Allow students to complete a weaving project.

Example: Weave different colors of ribbon to be sewn on fabric which will form the front of a pillow as a home experience

W. Have students construct a garment using a fabric they have not sewn with before.

X. Have students study fabric weaves using fabric samples and a magnifying glass or microscope.

Y. Give test.

Z. Reteach, if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Collect Samples of Natural and Synthetic Fibers
2. Assignment Sheet #2--Collect Samples of Basic Fabric Construction Methods
3. Assignment Sheet #3--Collect Samples of Common Fabrics
4. Assignment Sheet #4--Coordinate Patterns with Fabrics

D. Test

E. Answers to test

III. Unit references:

A. Halmes, Ellen, and Truitt, Debbie. *Custom Sewing.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

B. Benson, Ann. *Home Economics II: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

C. Sieseking-Williams, Audrey G. *Clothing Skills for Creative Living.* New York: Butterick Publishing, 1979.

D. Kefgen, Mary, and Touchie-Specht, Phyllis. *Individuality in Clothing Selection and Personal Appearance.* New York: The Macmillan Company, 1971.

E. Alexander, Patsy R. *Textile Products.* Boston: Houghton Mifflin Company, 1977.

F. Erwin, Mabel D.; Kinchen, Lila A.; and Peters, Kathleen A. *Clothing for Moderns.* 6th ed. New York: Macmillan Publishing Co., Inc., 1979.

G. Kleeberg, Irene Gumming, ed. *The Butterick Fabric Handbook.* New York: Butterick Publishing, 1975.

H. Gawne, Eleanor J., and Oerke, Bess V. *Dress.* Peoria, Illinois: Chas. A. Bennett Co., 1975.

FABRICS AND TEXTILES
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Textile--Constructed fabric or raw material suitable for use as cloth

   B. Fibers--Hair-like substances which are twisted together into yarns large enough and strong enough for weaving into cloth

   C. Natural fibers--Fibers from plants and animals that retain their original chemical structure

   D. Synthetic fibers--Fibers chemically adjusted or completely formed by chemicals through an industrial process

   E. Fiber blends--Various fibers combined to form a fabric that has some characteristics of each fiber used

   (NOTE: Usually, natural and synthetic fibers are combined to achieve comfort and strength. The fabric usually takes on the characteristics of the fiber that makes up the largest percentage.)

   F. Yarns--Fibers twisted and intertwined to make long strands used in weaving or knitting

   G. Weave--Two or more sets of yarns interlaced at right angles to each other

   H. Knit--One or more yarns in a series of interlocking loops

   I. Warp knit--Has appearance of woven textiles and has one-way minimal stretch; holes may remain from needle repair work

   J. Interlock--Special knitting process that produces a cloth with a smooth surface on both sides; requires special handling because of its tendency to run

   K. Nonwoven--Fibers fused together in a random formation

   L. Resiliency--Capability of fabric to spring back to its original shape if crushed

   M. Selvage--Self-edge of yard goods formed in manufacturing; prevents raveling while on bolt

   N. Grain--Lengthwise and crosswise position of yarns in a woven fabric; these should be at a 90° angle to one another; parallel to selvege

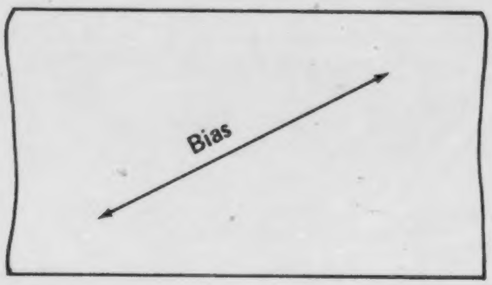
   O. Off grain--Fabric in which lengthwise and crosswise yarns are not at a 90° angle

INFORMATION SHEET

P. Bias--Diagonal of fabric

(NOTE: The true bias is at a 45° angle to the lengthwise and crosswise yarns.)

Example:



Q. Nap--Raised fibers on a fabric which form a definite one-way pattern because of the way the fibers feel and the color and sheen they present

Examples: Velvet, corduroy

(CAUTION: Pattern pieces placed on this fabric must all go the same direction.)

R. Hand--Way a fabric feels

Examples: Silky, harsh, soft, crisp, dry

S. Finish--Anything that is done to fiber, yarn, or fabric either before or after weaving or knitting to change appearance, hand, and performance

Examples: Permanent press, sizing

T. Fabric--Cloth that is made by assembling fibers or yarns

U. Filament yarns--Single, continuous fibers

(NOTE: Filament yarns are made from filament fibers.)

V. Staple fibers--Short fibers

(NOTE: Many staple fibers are twisted together to make spun or short yarns.)

W. Ply yarn--Made by a second twisting operation which combines two or more singles to increase the diameter, strength, or quality

(NOTE: Each part of the yarn is called a *ply*.)

INFORMATION SHEET

X. Single yarn--Product of the first twisting operation which is performed by the spinning frame

Y. Warp yarns--Vertical or lengthwise yarns which run parallel to the selvage

Z. Filling yarns--Horizontal or crosswise yarns which run at right angles to the selvage

AA. Sanforized--Shrink-resistant guarantee which says that garments will not shrink beyond one percent

BB. Mercerizing--Process of treating threads or fabrics with lye water which increases the luster, strength, and elasticity of textiles and makes them easier to dye

CC. Pilling--Small balls formed on surface of fabric from friction

II. Classes of textile fibers (Assignment Sheet #1)

A. Natural

B. Synthetic

III. Natural fibers and their sources (Assignment Sheet #1)

A. Cotton--Cotton plant

B. Linen--Flax

C. Wool--Fleece of sheep

D. Silk--Silk worm

IV. Types of synthetic fibers (Assignment Sheet #1)

(NOTE: Synthetic fibers can be made from a combination of chemical and natural substances or made entirely of chemical substances. Rayon, acetate, and triacetate are made from chemical and natural substances. Nylon, polyester, acrylic, and spandex are made from chemical substances.)

A. Rayon

B. Acetate

C. Triacetate

D. Nylon

E. Polyester

F. Acrylic

G. Spandex

INFORMATION SHEET

V. Characteristics of basic natural fibers

(NOTE: These characteristics should be considered when working with these fibers.)

NATURAL FIBERS	CHARACTERISTICS
Wool	Weakens when wet (NOTE: Do not hang, pull, or rub wool when wet because the garment's shape will become distorted.) Turns yellow when exposed to sunlight or bleach Is highly resilient Shrinks unless shrinkage control finish has been applied (NOTE: Always wash wool in cold water with mild detergent and short wash cycle.) Resists abrasion; therefore, wears well (NOTE: This depends upon quality.) Forms felt when friction, heat, and moisture are applied May become shiny from ironing without a press cloth (NOTE: If this happens, sponge with a 5% solution of white vinegar and water and steam with a press cloth.) Is absorbent Needs protection from moths
Silk	Is strong when wet Turns yellow when exposed to perspiration, sunlight, or bleach Is usually wrinkle-resistant, depending upon finishing procedure Shrinks little Resists abrasion; therefore, wears well

INFORMATION SHEET

NATURAL FIBERS	CHARACTERISTICS
Silk (cont.)	Is not always colorfast; therefore, dry cleaning is preferable May be damaged by detergent but not mild soap Is absorbent Woven in a variety of weights and textures
Linen	Is strong when wet Has low resiliency; therefore, wrinkles easily Shrinks little Wears at creases and folds (NOTE: Do not repeatedly iron sharp creases in linen in the same place.) Is absorbent
Cotton	Is strong when wet Is moderately resistant to sunlight Has low resiliency; therefore, wrinkles easily Shrinks Resists abrasion; therefore, wears well (NOTE: This depends upon quality.) Is absorbent

VI. Characteristics of basic synthetic fibers

(NOTE: These characteristics should be considered when working with these fibers.)

SYNTHETIC FIBERS	CHARACTERISTICS
Rayon	May lose up to 50 percent of its strength when wet (NOTE: Do not wring or twist when wet.) May shrink when drying How low resistance to abrasion May fade when washed

INFORMATION SHEET

SYNTHETIC FIBERS	CHARACTERISTICS
Rayon (cont.)	May require dry cleaning (NOTE: Quality in rayon varies from one extreme to the other. Good quality rayons have the strength of cotton and can be washed and bleached in the same way.) Has excellent draping qualities Has excellent dye absorption
Acetate	Is weakened when wet Shrinks Has low resistance to abrasion Is sensitive to heat Has low strength Can be bleached May require dry cleaning Has tendency to show needle holes from repair work
Triacetate	Is a refined form of acetate Can be ironed at a higher temperature than acetate Resists shrinking, fading, wrinkling
Nylon	Does not shrink Resists abrasion Becomes discolored from excessive heat Pills Requires dry cleaning or special detergents to remove oil and grease stains Wrinkles permanently in hot water or dryer Is damaged by strong acids but resists chlorine bleach Has high strength Picks up colors if washed with colored items (NOTE: Wash white nylon separately.)

INFORMATION SHEET

SYNTHETIC FIBERS	CHARACTERISTICS
Polyester	Does not shrink (NOTE: Polyester itself does not shrink, but some polyester blends tend to draw up after washing, therefore, preshrinking is highly recommended. Heat from washing and drying also may promote shrinking.) Resists abrasion Glazes if ironed at high temperature Pills Has high resiliency Resists acid, bleach, and sunlight damage (NOTE: This is why polyester is often blended with cotton.) Has high strength Requires simple, easy care (NOTE: This is why polyester is often blended with cotton.)
Acrylic	Is weak when wet Has good abrasion resistance Resembles wool; warm for its weight Takes dye well Tends to pill
Spandex	Nonrubber, elastic fiber; used in blends Strong; good stretch and recovery; light in weight for its elasticity Damaged by chlorine bleach; may be affected by heat

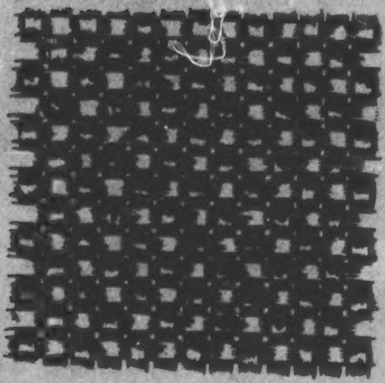
INFORMATION SHEET

II. Basic methods of fabric construction (Assignment Sheet #2)

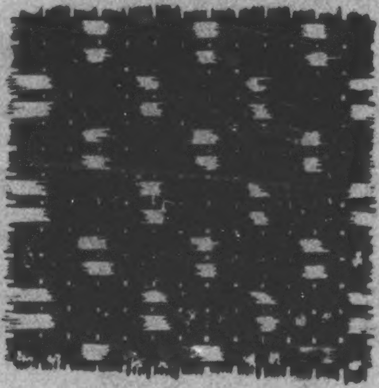
(NOTE: All contruction methods have been enlarged for illustration purposes.)

A. Woven

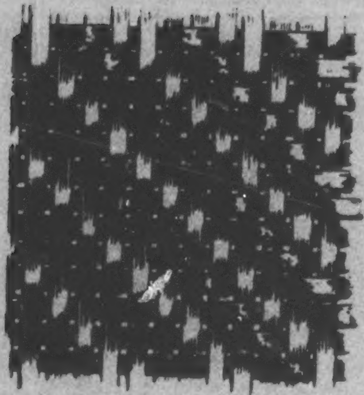
Plain Weave



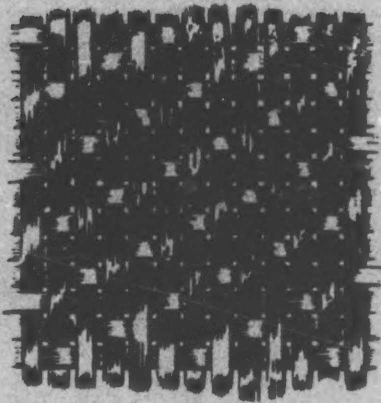
Basket Weave



Twill Weave

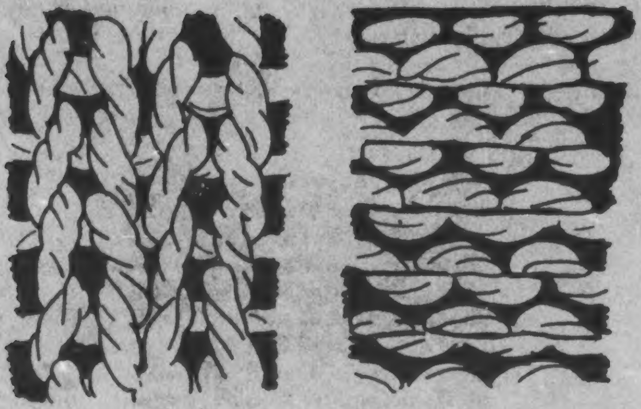


Satin Weave

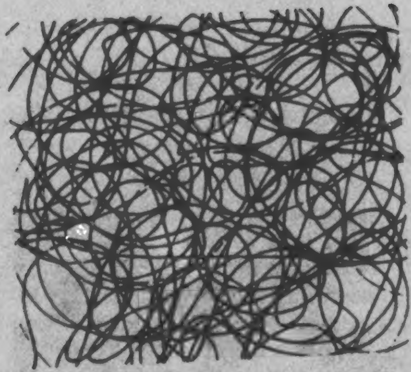


INFORMATION SHEET

B. Knitted



C. Nonwoven (felting)



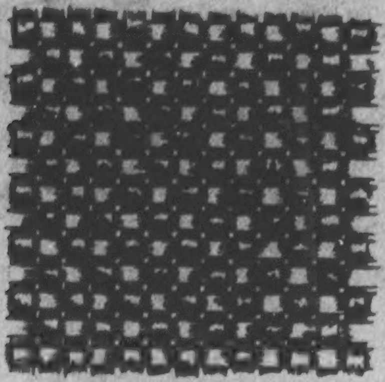
INFORMATION SHEET

VIII. Types of weaves (Assignment Sheet #2)

A. Plain weave

(NOTE: Filling yarn passes first over and then under the warp yarn with the process reversed in each row.)

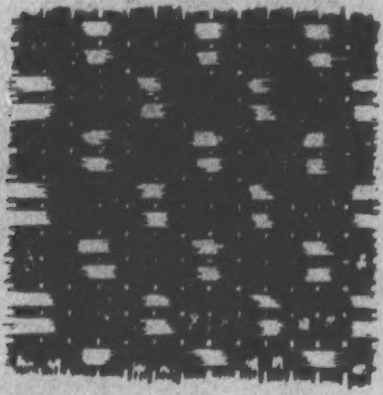
Examples: Organdy, muslin, gingham, burlap



B. Basket weave

(NOTE: This is a variation of the plain weave in which two or more yarns are used in both the warp and filling.)

Examples: Hopsacking, oxford cloth, basket weave woolens

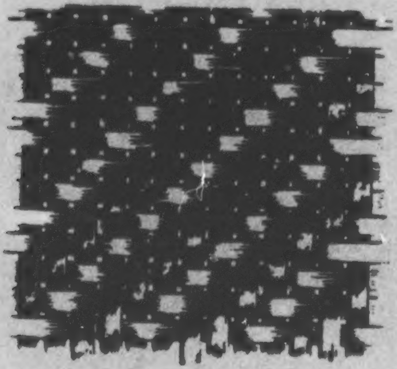


INFORMATION SHEET

C. Twill weave

(NOTE: This weave can be recognized by diagonal ridges formed by the yarns exposed on the surface.)

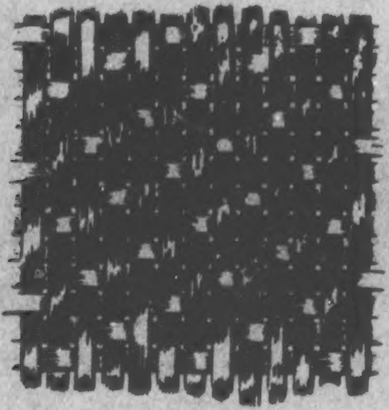
Examples: Denim, gabardine



D. Satin weave

(NOTE: Warp yarns pass or "float" over several yarns before interlacing with filling yarn to produce a higher luster.)

Example: Satin



INFORMATION SHEET

IX. Fabric characteristics influenced by construction methods

- A. Surface texture

  Examples: Hand and appearance

- B. Design

  Examples: Printed, woven or flocked

- C. Stability

  Examples: Stretchy or nonstretchy

- D. Durability
- E. Absorbency

X. Reasons for blending fibers

- A. Economy
- B. Variety
- C. Greater warmth and strength

  (NOTE: May also be cooler.)

- D. Less shrinkage and absorbency
- E. Resistance to abrasion, wrinkling, and pilling

XI. Basic methods of applying design to fabric

- A. Printing
  1. Dye or ink is used to form design on surface
  2. Prints are applied after fabric is made
- B. Weaving
  1. Colorfast dyes are used as fabric is woven
  2. Two or more colors of yarns are often used
- C. Flocking--Adhesive design is applied to fabric and short, fibrous particles are dusted on
- D. Embossing--Design is carved on a roller and fabric is passed through under steam and pressure
- E. Embroidery--Yarn, thread, or fibers are added either by hand or by machine

INFORMATION SHEET

XII. Purposes of fabric finishes

Examples: Bodying agents, water repellents, flame retardants, shrink proofers, no-soil, anticling

- A. Prevent shrinkage when washed and dried
- B. Prevent fabric from wrinkling easily
- C. Give body to fabric
- D. Help fabrics stay clean easier
- E. Prevent water from soaking into fibers
- F. Prevent fabrics from catching fire quickly
- G. Prevent static cling

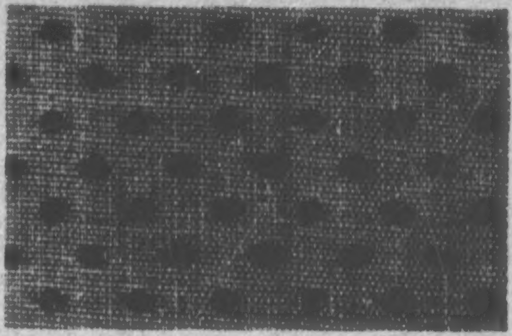
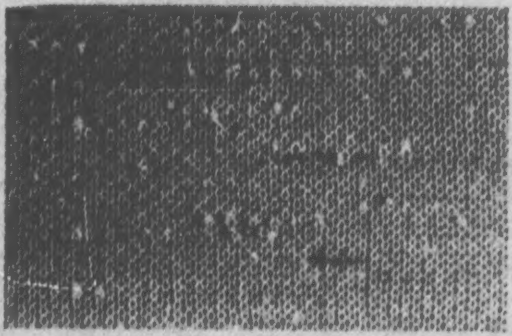
XIII. Desirable characteristics of fabric

- A. Is resilient
- B. Resists pilling
- C. Retains shape
- D. Retains color
- E. Easy to care for

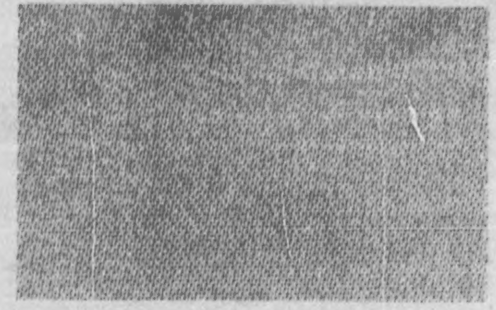
XIV. Common fabric names and their descriptions (Assignment Sheet #3)

FABRIC NAME	DESCRIPTION
Corduroy	Short, napped, cotton or cotton and polyester blend fabric with varying widths of lengthwise ribs or ridges; also may be found ribless

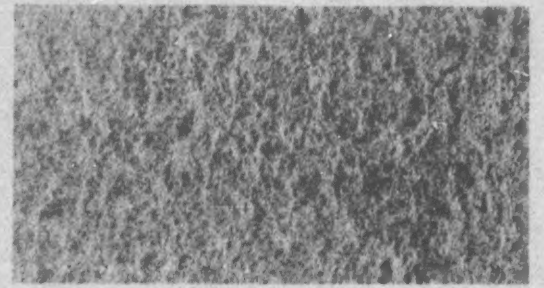
INFORMATION SHEET

FABRIC NAME	DESCRIPTION
Denim	Heavy, right-hand twill cotton or cotton blend fabric
Dotted Swiss	Cotton, cotton and polyester blend, or nylon fabric with woven-in raised dots 
Double-knit	Firm, durable, and stretchy fabric 

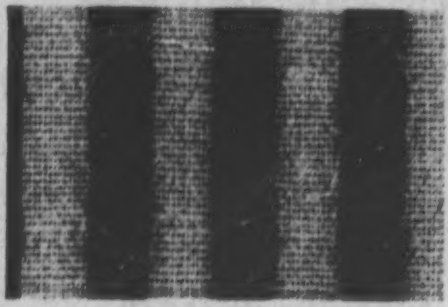
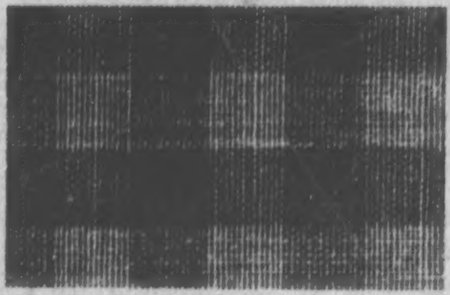
INFORMATION SHEET

FABRIC NAME	DESCRIPTION
Broadcloth	Closely woven cotton or cotton polyester blend; available in many weights
Poplin	Plain weave fabric with heavier crosswise yarns
Satin	Smooth fabric made mostly from synthetic fibers 

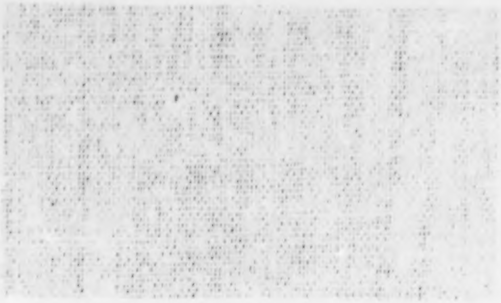
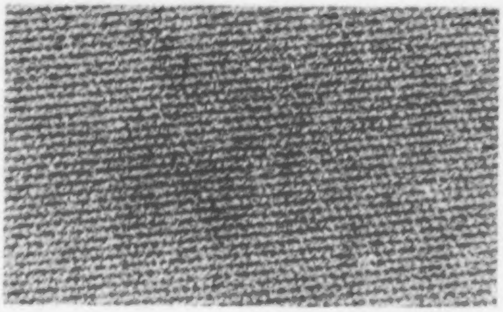
INFORMATION SHEET

FABRIC NAME	DESCRIPTION
Seersucker	Cotton blend with crinkled stripes woven into the lengthwise direction
Terrycloth	Highly absorbent woven or knitted fabric made from cotton, polyester, and/or rayon blends; cut or uncut fiber loops may be found on one or both sides
Felt	Nonwoven wool or wool-blend fabric 

INFORMATION SHEET

FABRIC NAME	DESCRIPTION
Flannel	Napped fabric in a plain or twill weave 
Gabardine	Tightly woven fabric with a twill line
Gingham	Yarn-dyed, plain weave, checked or plaid cotton or cotton blend fabric 

INFORMATION SHEET

FABRIC NAME	DESCRIPTION
Muslin	Firm, sheer to coarse, plain weave, cotton fabric; may be bleached, semi-bleached or unbleached 
Velvet	Napped fabric with a short, closely woven, cut pile 

XV. Guidelines to follow when coordinating patterns with fabrics (Assignment Sheet #4)

A. The more gathers a pattern has, the softer and lighter weight the fabric should be

B. The heavier or stiffer a fabric is, the less gathers, fullness, or draping characteristics the pattern should have

C. The more tailored a pattern is, the more shape retention the fabric should have

Example: Make a tailored jacket with a firm fabric such as kettlecloth rather than a fluid fabric such as jersey

INFORMATION SHEET

D. The more complex a pattern is, the more subdued and subtle a printed design should be

E. The more details and lines a pattern has, the more appropriate a solid colored fabric is

F. The larger the design of a printed fabric, the simpler the pattern should be

FABRICS AND TEXTILES
UNIT II

ASSIGNMENT SHEET #1--COLLECT SAMPLES OF NATURAL AND SYNTHETIC FIBERS

NAME______________________________ SCORE____________

It is often hard to figure out what a fabric made from 100% of a fiber looks like or feels like. Pictures or descriptions may not be enough. One must read fabric bolts to determine fiber content since fiber content cannot be identified by observation alone. Visit a local fabric store or use fabric scraps you already have to complete this assignment. Attach the fabric samples in the following spaces. The samples should have as close to 100% of the fiber as possible.

PART I

NATURAL FIBERS	FIBER SAMPLES
Cotton	
Linen	
Wool	
Silk	

ASSIGNMENT SHEET #1

PART II

SYNTHETIC FIBERS	FIBER SAMPLES
Rayon	
Acetate	
Triacetate	
Nylon	
Polyester	

ASSIGNMENT SHEET #1

SYNTHETIC FIBERS	FIBER SAMPLES
Acrylic	
Spandex	

FABRICS AND TEXTILES
UNIT II

ASSIGNMENT SHEET #2--COLLECT SAMPLES OF BASIC FABRIC CONSTRUCTION METHODS

NAME______________________________ SCORE______________

The basic methods of fabric construction are woven, knitted, and nonwoven (felting). Find fabric samples for each of the fabric construction methods listed on this assignment sheet. Study your fabric samples. The construction method can help you identify fabrics. It also can help you understand the characteristics of fabrics. Use the unit information, available fabric samples, and other resources to help you complete the assignment.

FABRIC CONSTRUCTION METHOD	FABRIC SAMPLE
WOVEN	
Plain weave	

ASSIGNMENT SHEET #2

FABRIC CONSTRUCTION METHOD	FABRIC SAMPLE
WOVEN	
Twill Weave	
Satin Weave	

ASSIGNMENT SHEET #2

FABRIC CONSTRUCTION METHOD	FABRIC SAMPLE
WOVEN	
Basket Weave	
KNITTED	

ASSIGNMENT SHEET #2

FABRIC CONSTRUCTION METHOD	FABRIC SAMPLES
NONWOVEN (Felting)	

FABRICS AND TEXTILES
UNIT II

ASSIGNMENT SHEET #3--COLLECT SAMPLES OF COMMON FABRICS

NAME ______________________________ SCORE ____________

Fibers are combined in many ways to form fabrics. The informed consumer needs to know and use the proper name for fabrics used most often. Obtain samples for the fabrics listed and place them in the spaces provided. Add other fabric names and samples of your choice in the blank spaces. Visit a local fabric store or use available fabric scraps and other resources to complete the assignment. Study the fabric bolt or labels to identify fibers and their percentages present, as well as the recommended care of this fabric.

FABRIC NAME	FABRIC SAMPLE	FIBERS AND PERCENTAGE	RECOMMENDED CARE
Corduroy		____________ ____________ ____________ ____________ ____________	____________ ____________ ____________ ____________ ____________
Denim		____________ ____________ ____________ ____________ ____________	____________ ____________ ____________ ____________ ____________
Dotted Swiss		____________ ____________ ____________ ____________ ____________ ____________	____________ ____________ ____________ ____________ ____________ ____________

ASSIGNMENT SHEET #3

FABRIC NAME	FABRIC SAMPLE	FIBERS AND PERCENTAGE	RECOMMENDED CARE
Double-knit			
Broadcloth			
Poplin			
Satin			
Seersucker			

ASSIGNMENT SHEET #3

FABRIC NAME	FABRIC SAMPLE	FIBERS AND PERCENTAGE	RECOMMENDED CARE
Terrycloth			
Felt			
Flannel			
Gabardine			
Gingham			

ASSIGNMENT SHEET #3

FABRIC NAME	FABRIC SAMPLE	FIBERS AND PERCENTAGE	RECOMMENDED CARE
Muslin			
Velvet			
(Other) ____________			
(Other) ____________			

FABRICS AND TEXTILES
UNIT II

ASSIGNMENT SHEET #4--COORDINATE PATTERNS WITH FABRICS

NAME ______________________________ SCORE __________

In a fabric store there are many decisions to be made! There are many fabrics and types of patterns. Where do you begin to coordinate a pattern and a fabric? Begin with your pattern and the recommendations that are made on the pattern envelope. Then consider your personal tastes, fabric characteristics, and other information discussed in the unit. Use pattern books, magazines, fabric samples, and other resources to complete this assignment. Staple or glue a picture or sketch a drawing of a pattern you like. Next, select and attach a fabric that you would use in making a garment using this pattern. Give your reasons for this choice in the space provided.

ROUGH DRAFT OF PATTERN	YOUR FABRIC CHOICE	REASONS FOR CHOICE
		____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________ ____________________

ASSIGNMENT SHEET #4

ROUGH DRAFT OF PATTERN	YOUR FABRIC CHOICE	REASONS FOR CHOICE

ASSIGNMENT SHEET #4

ROUGH DRAFT OF PATTERN	YOUR FABRIC CHOICE	REASONS FOR CHOICE

FABRICS AND TEXTILES
UNIT II

TEST

NAME ________________________________ SCORE ____________

1. Match terms associated with fabrics and textiles to the correct definitions. Write the correct numbers in the blanks provided.

_____a. Fibers twisted and intertwined to make long strands used in weaving or knitting

_____b. Fibers chemically adjusted or completely formed by chemicals through an industrial process

_____c. Self-edge of yard goods formed in manufacturing; prevents raveling while on bolt

_____d. Two or more sets of yarns interlaced at right angles to each other

_____e. Hair-like substances which are twisted together into yarns large enough and strong enough for weaving into cloth

_____f. Fibers fused together in a random formation

_____g. Various fibers combined to form a fabric that has some characteristics of each fiber used

_____h. Capability of fabric to spring back to its original shape if crushed

_____i. Fibers from plants and animals that retain their original chemical structure

_____j. Constructed fabric or raw material suitable for use as cloth

_____k. Single, continuous fibers

_____l. Way a fabric feels

_____m. Diagonal of fabric

_____n. Short fibers

1. Textile
2. Fibers
3. Natural fibers
4. Synthetic fibers
5. Filament yarns
6. Yarns
7. Staple fibers
8. Selvage
9. Nonwoven
10. Resiliency
11. Bias
12. Weave
13. Hand
14. Fiber blends

______o. Cloth that is made by assembling fibers or yarns

______p. Lengthwise and crosswise position of yarns in a woven fabric; these should be at a 90° angle to one another; parallel to selvage

______q. Special knitting process that produces a cloth with a smooth surface on both sides; requires special handling because of its tendency to run

______r. Product of the first twisting operation which is performed by the spinning frame

______s. Fabric in which lengthwise and crosswise yarns are not at a 90° angle

______t. Raised fibers on a fabric which form a definite one-way pattern because of the way the fibers feel and the color and sheen they present

______u. Has appearance of woven textiles and has one-way minimal stretch; holes may remain from needle repair work

______v. Anything that is done to fiber, yarn, or fabric either before or after weaving or knitting to change appearance, hand, and performance

______w. Made by second twisting operation which combines two or more singles to increase the diameter, strength, or quality

______x. Shrink-resistant guarantee which says that garments will not shrink beyond one percent

______y. Small balls formed on surface of fabric from friction

______z. Vertical or lengthwise yarns which run parallel to the selvage

______aa. Process of treating threads or fabrics with lye water which increases luster, strength, and elasticity of textiles and makes them easier to dye

______bb. Horizontal or crosswise yarns which run at right angles to the selvage

______cc. One or more yarns in a series of interlocking loops

15. Warp knit
16. Interlock
17. Nap
18. Mercerizing
19. Knit
20. Fabric
21. Ply yarn
22. Filling yarns
23. Finish
24. Single yarn
25. Warp yarns
26. Off grain
27. Sanforized
28. Grain
29. Pilling

2. Name the two classes of textile fibers.

a. ______________________________

b. ______________________________

3. Match natural fibers to their correct sources. Write the correct numbers in the blanks provided.

_____a. Flax

_____b. Silk worm

_____c. Cotton plant

_____d. Fleece of sheep

1. Cotton

2. Linen

3. Wool

4. Silk

4. Name five types of synthetic fibers.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e ______________________________

5. Complete the following chart on characteristics of basic natural fibers.

NATURAL FIBERS	CHARACTERISTICS
a. ______________	Is strong when wet Has low resiliency; therefore, wrinkles easily Shrinks little Wears at creases and folds Is absorbent
b. ______________	Weakens when wet Turns yellow when exposed to sunlight or bleach Is highly resilient Shrinks unless shrinkage control finish had been applied Resists abrasion; therefore, wears well Forms felt when friction, heat, and moisture are applied May become shiny from ironing without a press cloth Is absorbent Needs protection from moths

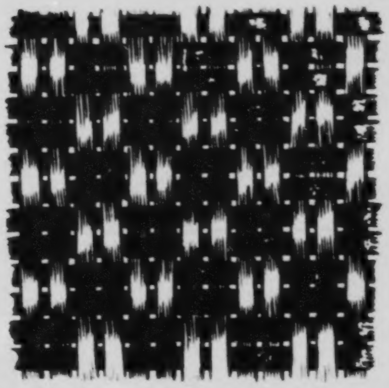
NATURAL FIBERS	CHARACTERISTICS
c. __________	Is strong when wet Turns yellow when exposed to perspiration, sunlight, or bleach Is usually wrinkle resistant, depending upon finishing procedure Shrinks little Resists abrasion; therefore wears well Is not always colorfast; therefore, dry cleaning is preferable May be damaged by detergent but not mild soap Is absorbent Woven in a variety of weights and textures
d. __________	Is strong when wet Is moderately resistant to sunlight Has low resiliency; therefore, wrinkles easily Shrinks Resists abrasion; therefore wears well Is absorbent

6. Complete the following chart on the characteristics of the basic synthetic fibers.

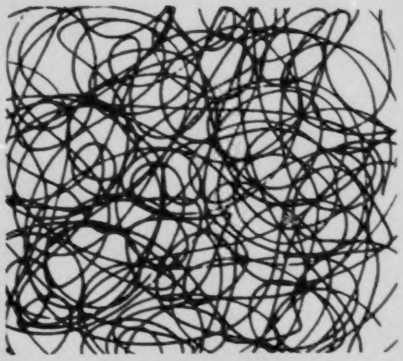
SYNTHETIC FIBERS	CHARACTERISTICS
a. __________	Is weak when wet Has good abrasion resistance Resembles wool; warm for its weight Takes dye well Tends to pill
b. __________	Does not shrink Resists abrasion Becomes discolored from excessive heat Pills Requires dry cleaning or special detergents to remove oil and grease stains Wrinkles permanently in hot water or dryer Is damaged by strong acids but resists chlorine bleach Has high strength Picks up colors if washed with colored items
c. __________	May lose up to 50 percent of its strength when wet May shrink when drying Has low resistance to abrasion May fade when washed May require dry cleaning Has excellent draping qualities Has excellent dye absorption

SYNTHETIC FIBERS	CHARACTERISTICS
d. ________	Does not shrink Resists abrasion Glazes if ironed at high temperature Pills Has high resiliency Resists acid, bleach, and sunlight damage Has high strength Requires simple, easy care
e. ________	Is a refined form of acetate Can be ironed at a higher temperature than acetate Resists shrinking, fading, wrinkling
f. ________	Is weakened when wet Shrinks Has low resistance to abrasion Is sensitive to heat Has low strength Can be bleached May require dry cleaning Has tendency to show needle holes from repair work
g. ________	Nonrubber, elastic fiber; used in blends Strong; good stretch and recovery; light in weight for its elasticity Damaged by chlorine bleach; may be affected by heat

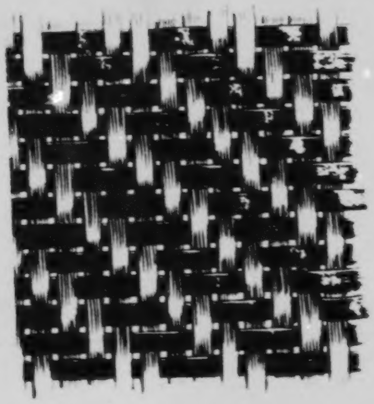
7. Label basic methods of fabric construction.



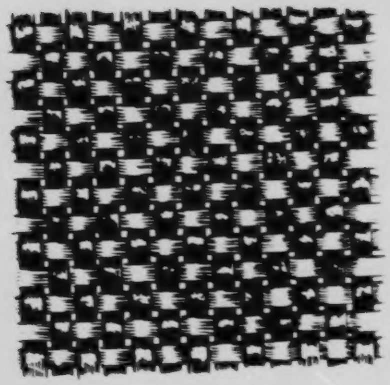
a. ____________________



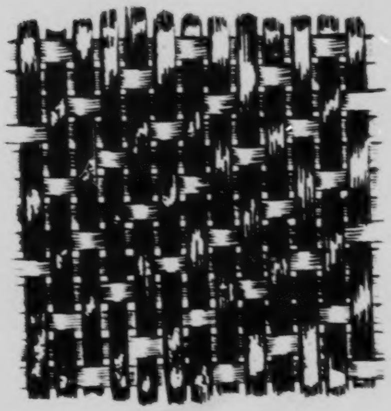
b. ____________________



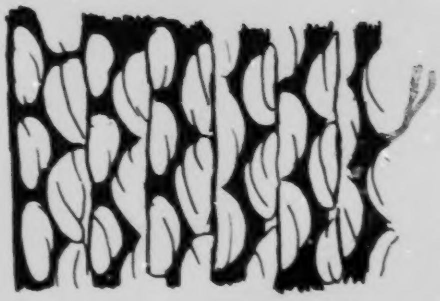
c. ____________________



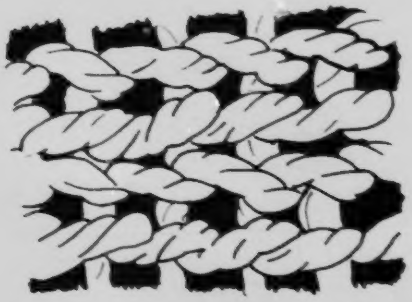
d. ____________________



e. ____________________

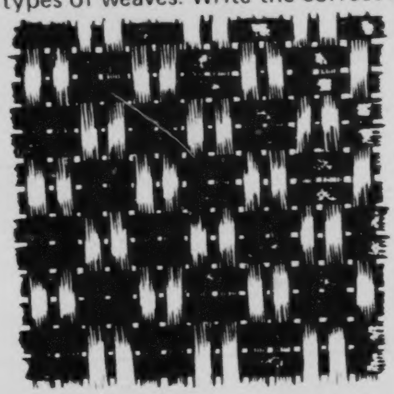


f. ____________________

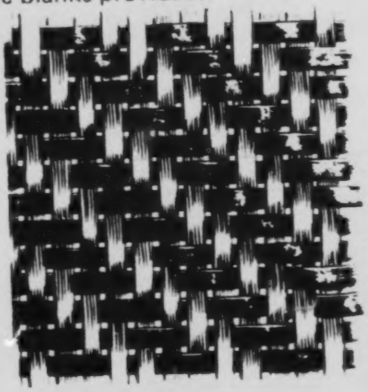


g. ____________________

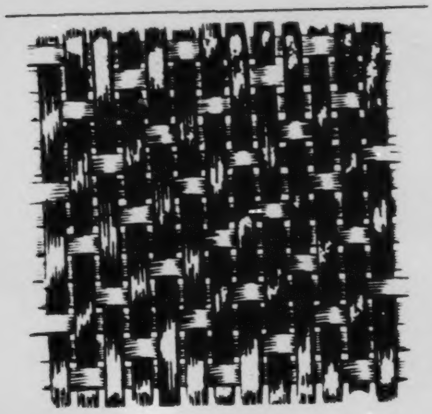
8. Label types of weaves. Write the correct names in the blanks provided.



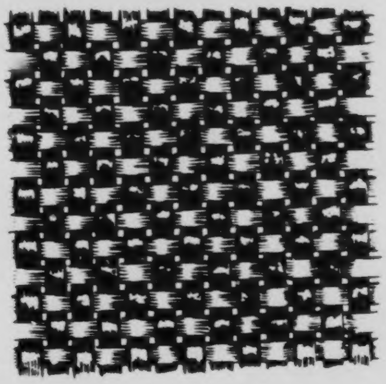
a. ______________________________



b. ______________________________



c. ______________________________



d. ______________________________

9. Select from the list below fabric characteristics influenced by construction methods. Mark each correct answer with an "X".

______a. Grain

______b. Durability

______c. Shrinkage

______d. Absorbency

______e. Design

______f. Surface texture

______g. Length

______h. Width

______i. Stability

10. Select from the list below reasons for blending fibers. Mark each correct answer with an "X".

_____a. Variety

_____b. Less shrinkage or absorbency

_____c. Size

_____d. Economy

_____e. To meet government standards

_____f. Color

_____g. Greater warmth and strength

_____h. Resistance to abrasion, wrinkling, and pilling

11. Describe basic methods of applying design to fabric.

a. Printing-- ____

____

b. Weaving-- ____

____

c. Flocking-- ____

____

d. Embossing-- ____

____

e. Embroidery-- ____

____

12. Select from the following list purposes of fabric finishes. Mark each correct answer with an "X".

_____a. Prevent fabric from wrinkling easily

_____b. To make one look larger or smaller

_____c. Prevents fabrics from catching fire quickly

_____d. Accent complexion and hair color

_____e. Give body to fabric

______f. Makes color more lasting

______g. Prevent shrinkage when washed and dried

______h. Help fabrics stay clean easier

______i. Prevent water from soaking into fibers

13. Name four desirable characteristics of fabric.

a. ______________________________

b. ______________________________

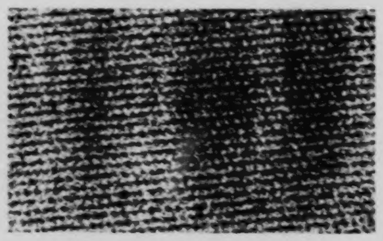
c. ______________________________

d. ______________________________

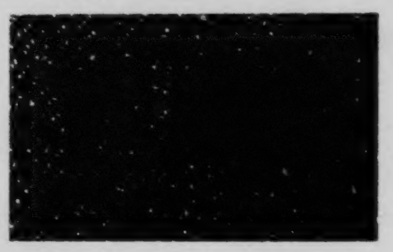
14. Match common fabric names to the correct descriptions and pictures. Write the correct numbers in the blanks provided.

______a. Smooth fabric made from mostly synthetic fibers

______b. Napped fabric with a short, closely woven, cut pile

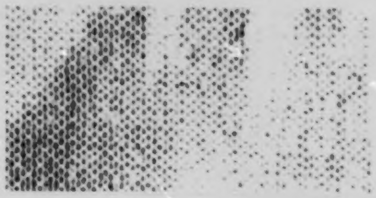


______c. Heavy, right-hand twill cotton or cotton blend fabric

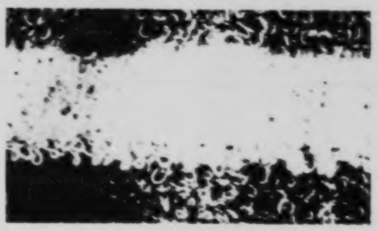


1. Satin
2. Denim
3. Velvet

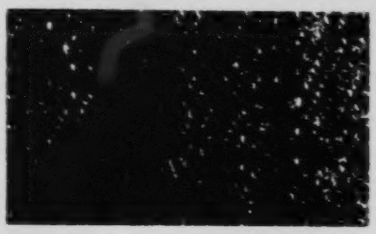
______d. Firm, durable, and stretchy fabric



______e. Highly absorbent woven or knitted fabric made from cotton, polyester, and/or rayon blends; cut or uncut fiber loops may be found on one or both sides

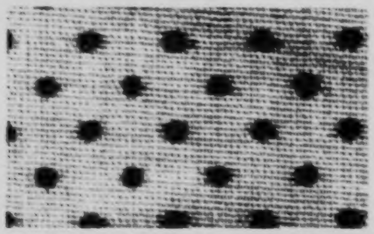


______f. Tightly woven fabric with a twill line



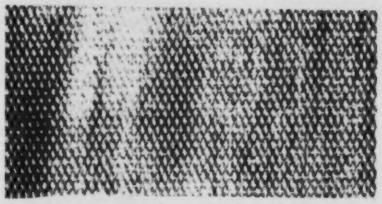
______g. Nonwoven wool or part wool fabric

______h. Cotton, cotton and polyester blend, or nylon fabric with woven-in raised dots

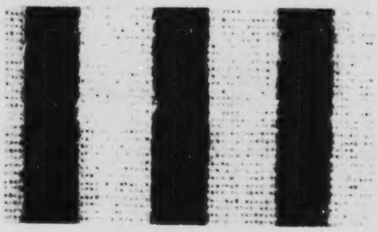


4. Double-knit
5. Terrycloth
6. Dotted Swiss
7. Gabardine
8. Felt

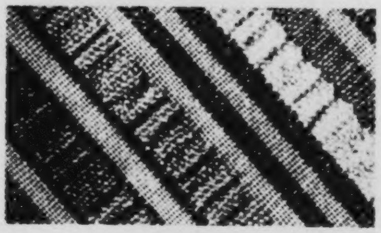
_____i. Plain weave fabric with heavier crosswise yarns



_____j. Napped fabric in a plain or twill weave

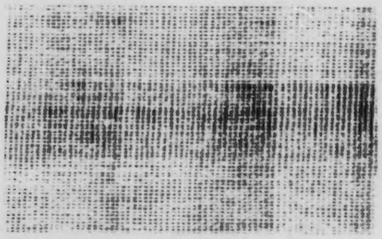


_____k. Cotton blend with crinkled stripes woven into the lengthwise direction



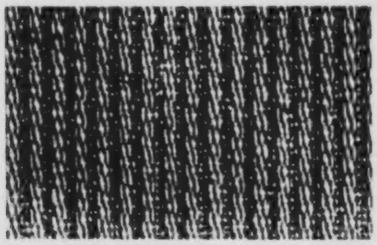
_____l. Closely woven cotton or cotton polyester blend; available in many weights

_____m Yarn-dyed, plain weave, checked or plaid cotton or cotton blend fabric



9. Poplin
10. Flannel
11. Gingham
12. Broadcloth
13. Seersucker

_____n. Short, napped, cotton or cotton and polyester blend fabric with varying widths of lengthwise ribs or ridges; may also be found ribless



_____o. Firm, sheer to coarse, plain weave cotton fabric; may be bleached, semi-bleached or unbleached

14. Corduroy

15. Muslin

15. Select from the list below guidelines to follow when coordinating patterns with fabrics. Mark each correct answer with an "X".

_____a. The larger the design of a printed fabric, the simpler the pattern should be

_____b. The more details and lines a pattern has, the larger the print should be

_____c. The more complex a pattern is, the more subdued and subtle a printed design should be

_____d. The more tailored a pattern is, the softer the fabric should be

_____e. The heavier or stiffer a fabric is, the less gathers, fullness, or draping characteristics the pattern should have

16. Collect samples of natural and synthetic fibers.

17. Collect samples of basic fabric construction methods.

18. Collect samples of common fabrics.

19. Coordinate patterns with fabrics.

(NOTE: If activities 16-19 have not been finished before the test, ask your instructor when they should be completed.)

FABRICS AND TEXTILES
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 300.)

1. (58 points)

   a. 6
   b. 4
   c. 8
   d. 12
   e. 2
   f. 9
   g. 14
   h. 10
   i. 3
   j. 1
   k. 5
   l. 13
   m. 11
   n. 7
   o. 20
   p. 28
   q. 16
   r. 24
   s. 26
   t. 17
   u. 15
   v. 23
   w. 21
   x. 27
   y. 29
   z. 25
   aa. 18
   bb. 22
   cc. 19

2. (4 points)

   a. Natural
   b. Synthetic

3. (8 points)

   a. 2
   b. 4
   c. 1
   d. 3

4. (10 points)

   Any five of the following:

   a. Rayon

   b. Acetate

   c. Triacetate

   d. Nylon

   e. Polyester

   f. Acrylic

   g. Spandex

5. (8 points)

   a. Linen

   b. Wool

   c. Silk

   d. Cotton

6. (14 points)

   a. Acrylic

   b. Nylon

   c. Rayon

   d. Polyester

   e. Triacetate

   f. Acetate

   g. Spandex

7. (14 points)

   a. Woven

   b. Nonwoven (felting)

   c. Woven

d. Woven

e. Woven

f. Knitted

g. Knitted

8. (8 points)

a. Basket weave

b. Twill weave

c. Satin weave

d. Plain weave

9. (18 points)

b, d, e, f, i

10. (16 points)

a, b, d, g, h

11. (10 points)

Descriptions should include:

a. Printing

1) Dye or ink is used to form design on surface

2) Prints are applied after fabric is made

b. Weaving

1) Colorfast dyes are used as fabric is woven

2) Two or more colors of yarns are used

c. Flocking--Adhesive design is applied to fabric and short, fibrous particles are dusted on

d. Embossing--Design is carved on a roller and fabric is passed through under steam and pressure

e. Embroidery--Yarn, thread, or fibers are added either by hand or by machine

12. (18 points)

a, c, e, g, h, i

13. (8 points)

Any four of the following:

- a. Is resilient
- b. Resists pilling
- c. Retains shape
- d. Retains color
- e. Easy to care for

14. (30 points)

- a. 1
- b. 3
- c. 2
- d. 4
- e. 5
- f. 7
- g. 8
- h. 6
- i. 9
- j. 10
- k. 13
- l. 12
- m. 11
- n. 14
- o. 15

15. (10 points)

a, c, e

16. Evaluated to satisfaction of instructor (15 points)

17. Evaluated to satisfaction of instructor (15 points)

18. Evaluated to satisfaction of instructor (26 points)

19. Evaluated to satisfaction of instructor (10 points)

WARDROBE PLANNING
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to maintain a well-planned wardrobe. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with wardrobe planning to the correct definitions.
2. Describe the functions of clothing.
3. List factors that affect clothing appearance.
4. State the goal of wardrobe planning.
5. Arrange in order the steps in wardrobe planning.
6. Select from a list characteristics of a well-planned wardrobe.
7. Select from a list factors affecting decisions made in selecting clothing items for wardrobe.
8. State ways to use existing wardrobe.
9. Select from a list factors to consider when choosing what clothes to wear.
10. Select an appropriate cleaning method for clothing.
11. Select clothing for specific situations.
12. Take a clothing inventory.
13. Make a wardrobe plan.
14. Recycle a clothing item.
15. Organize storage for clothing.

WARDROBE PLANNING
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Order films, filmstrips, and games planned to supplement unit.

   B. Provide student with objective sheet.

   C. Provide student with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information sheet.

   F. Discuss assignment sheets.

   G. Adapt materials for special needs students.

   H. Evaluate students' knowledge to determine if they have achieved competencies established in "Pattern and Fabric Selection" and "Clothing Care" units in Clothing and Textiles section of *Home Economics I: Basic Core.*

   I. Reinforce objective two by having students use magazines to find examples of clothing worn by people to define their role or occupation. Use these pictures to make a collage to supplement objective two. Lead discussion concerning reasons that these clothes are worn.

   J. Suggest the following for home experiences.

      1. Plan a weekend wardrobe for yourself or someone else for a special event or vacation. Describe the activities of the weekend and how they will influence your choices.

      2. Determine what lines, shapes, textures, and colors are most flattering for you. Consider your body build and coloring. List your best features and those you would like to improve. Explain how the clothes you now wear do or do not meet these requirements.

      3. Study the traditional costume of a country. Write a short paper on the conditions and customs in that culture which influence the style of dress. If possible, bring costumes or pictures to class for display and further discussion.

4. Take a look at the clothing styles for the past ten years. What political, economic, or social factors have affected them? What things might influence styles in the next ten years?

   Example: The government regulation of heating and cooling has caused people to dress warmer in the winter and cooler in the summer.

K. Supplement unit with the multimedia kit "Clothing." This 1979 kit is part of *The Basic Concepts in Home Economics* series and includes filmstrips, cassettes, teacher's guide, transparencies, and spirit masters. It can be purchased separately or in a series from Butterick Publishing, 161 Sixth Avenue, New York, New York 10013.

L. Supplement unit with the multimedia kit "Clothing: The Visible Self." This kit is part of *The Independent Living* series and includes filmstrips, cassettes, teacher's guides, transparencies, and spirit masters. It can be purchased separately or in a series from Butterick Publishing, 161 Sixth Avenue, New York, New York 10013.

M. Pose the following problem to students: "You are given $50.00 to spend toward a new wardrobe item. What will you buy?" Discuss differences between needs and wants. Discuss which are being met by your purchases.

N. Have students complete a wardrobe planning drill to assist in teaching objectives 6 and 13. Provide students with pictures of separates, such as tops, bottoms, and jackets. Divide class into teams and allow them a set amount of time. The team that mixes and matches the fewest number of pieces to get the most outfits wins.

O. Encourage students to keep a clothing diary for one month which records purchases and amounts of money spent for clothing items and upkeep to assist in teaching objective 13.

P. Organize a fashion show from a budget clothing store. This can illustrate that attractive, coordinated wardrobes can be put together economically.

Q. Utilize resource people in discussing career opportunities in clothing care and garment recycling.

   Examples: Industrial dry cleaner, tailoring or alteration person, laundry person

R. Encourage students to use fabric scraps to make quilts, pillows, or other home products.

S. Assist students in surveying local laundry and dry cleaning establishments to obtain prices of services provided. This can assist in discussion of advantages and disadvantages of purchasing clothing that requires special care.

T. Obtain several current magazines that carry fashion information and pictures. Study and compare contents of each. Discuss the following:

  1. Identify specific trends for the upcoming season in garment styles, colors, jewelry, accessories, hair styles, and makeup for both men and women.

  2. Predict trends that have led up to these particular styles.

U. Invite local priest, minister, or rabbi to class to explain how traditional types of religious vestments evolved.

Examples: Nuns' habits, priests' white collars, skullcaps (yarmulkes) worn by rabbi

V. Invite an armed service recruiter to inform class how rank and accomplishment is written on service uniform. Have person explain the patches, bars, and stripes and what these mean.

W. Demonstrate good posture to students. Work with each individually in front of mirrors to practice good posture. Discuss how posture affects how garments look and how you feel.

X. Have students figure replacement costs of items listed on Assignment Sheet #3.

Y. Encourage students to organize wardrobe storage as they take inventory. Refer to "Storage," *Family Living Topics* (T-5131). This information is available to Oklahoma teachers upon request from the county extension offices.

Z. Supplement unit with the following *Family Living Topics:* "New Clothes from the Old" (T-1332) and "Drycleaning for Clothing Care" (T-1403). This information is available to Oklahoma teachers upon request from the county extension offices.

AA. Find a garment in a garage sale, select one you've outgrown, or obtain one from a relative. The fabric needs to be in good shape. Have elementary teacher select a child to serve as a model and recycle garment to fit the child. Send garment home with child along with a note to child's parents, thanking them for child's help.

BB. Supplement unit with "American Woman: 200 Years of Authentic Fashion:" and "American Man: 200 Years of Authentic Fashion." These programs may be purchased from Butterick Publishing, 161 Sixth Avenue, New York, NY 10013.

CC. Supplement unit with "Are You What You Wear?" Order from Talon Educational Services, 41 E. 51, New York, NY 10022.

DD. Have students complete Assignment Sheet #6 as they complete Assignment Sheet #3.

EE. Give test.

FF. Reteach if necessary.

II. Instructional materials:

  A. Objective sheet

  B. Information sheet

  C. Assignment sheets

    1. Assignment Sheet #1-Select an Appropriate Cleaning Method for Clothing

    2. Assignment Sheet #2--Select Clothing for Specific Situations

    3. Assignment Sheet #3--Take a Clothing Inventory

    4. Assignment Sheet #4--Make a Wardrobe Plan

    5. Assignment Sheet #5--Recycle a Clothing Item

    6. Assignment Sheet #6--Organize Storage for Clothing

  D. Test

  E. Answers to test

III. Unit references:

  A. Halmes, Ellen, and Truitt, Debbie. *Custom Sewing.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

  B. Benson, Ann. *Home Economics II: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

  C. Sawatzky, Joyce; Clements, Irene; and Coffey, Judy. *Home Economics I: Basic Core.* rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

  D. Sawatzky, Joyce. *Family Living.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

  E. Gieseking-Williams, Audrey G. *Clothing Skills for Creative Living.* New York: Butterick Publishing, 1979.

  F. Kefgen, Mary, and Touchie-Specht, Phyllis. *Individuality in Clothing Selection and Personal Appearance.* New York: The Macmillan Company, 1971.

  G. Alexander, Patsy R. *Textile Products.* Boston: Houghton Mifflin Company, 1977.

  H. Oppenheim, Irene. *Consumer Skills.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

I. Molloy, John T. *The Woman's Dress for Success Book.* New York: Follett Publishing Company, 1977.

J. Draper, Wanda, and Bailey, Annetta. *Steps in Clothing Skills.* rev. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

K. Erwin, Mabel D.; Kinchen, Lila A.; and Peters, Kathleen A. *Clothing for Moderns.* 6th ed. New York: Macmillan Publishing Co., Inc., 1979.

L. Jones, Jan. *Clothing--Your Way.* Englewood Cliffs: Prentice-Hall, Inc., 1977.

WARDROBE PLANNING
UNIT III

INFORMATION SHEET

I. Terms and definitions

  A. Wardrobe--All the clothing items owned by one person

  B. Coordination--Bringing into harmony the different parts of a wardrobe

  C. Basics--Items of clothing usually of classic design and color; can be worn for many occasions

  Examples: Navy blue blazer, charcoal gray suit

  D. Impulse buys--Those things bought suddenly with no forethought or planning

  E. Lifestyle--One's manner of living; the activities in which one engages on a regular basis

  F. Seasonal clothes--Those garments worn only during a particular time of year

  G. Fad--Article of clothing that is usually very noticeable; is popular with a particular group for a short time

  (CAUTION: An inexpensive fad item can be fun. An expensive fad item might be a costly mistake for you and your budget!)

  H. Fashion--Popular styles

  I. Style--Clothing with good basic design and lasting qualities

  J. Accessories--Clothing items worn in addition to basic garments

  Examples: Belts, bags, scarves, ties, shoes, socks, jewelry, sunglasses

  K. Posture--Way you stand, walk, and sit

  L. Inventory--List of items

II. Functions of clothing

(NOTE: Clothing gives many messages to those around you.)

  A. Keeps one warm and protected

  B. Creates a desired appearance

  Examples: Sporty, elegant, informal, formal

INFORMATION SHEET

C. Meets certain emotional needs

Examples: Need to belong, status, modesty

D. Defines roles

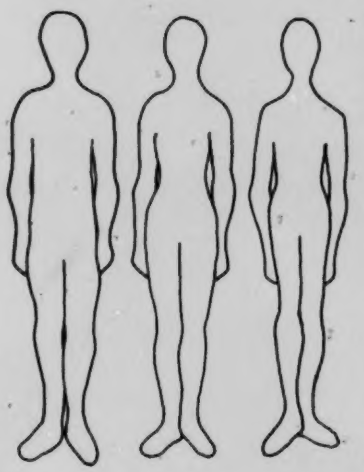
(NOTE: Clothing provides a visible sign of profession, such as a police officer, nurse, doctor, mail carrier, or fire fighter.)

III. Factors that affect clothing appearance

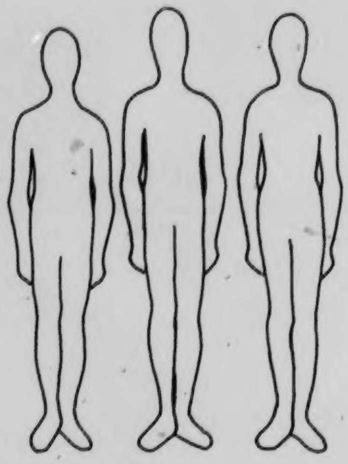
(NOTE: The way that clothing looks on you depends on many factors. It is your responsibility to evaluate the following as you plan your wardrobe.)

A. Body build

Examples:



Same height, different limb lengths and widths.



Different heights, same limb lengths and widths.

B. Clothing design

Examples: Color, line, proportion, shape, texture, balance of garment

C. Health

(NOTE: Good health is basic to looking and feeling good.)

INFORMATION SHEET

D. Posture

(NOTE: One of the quickest ways to look more attractive is to stand and sit correctly!)

E. Grooming

F. Accessories

IV. Goal of wardrobe planning--To have appropriate clothing which will meet personal needs for all occasions and activities

Examples: Employment, sports, social activities, travel

V. Steps in wardrobe planning (Assignment Sheets #3 #4, and #6)

A. Inventory present wardrobe contents

B. Evaluate condition of clothing items

Examples: Shirts with sleeves which are too short or pants with legs which are too short will have little value in an existing wardrobe

(NOTE: Consider what items can be recycled.)

C. Determine lifestyle

(NOTE: Consider changes that will be made, such as a new job or going away to school.)

D. Calculate amount of money available for wardrobe additions

E. Make a plan for wardrobe additions

(NOTE: Plan to use existing wardrobe, such as purchasing a new skirt to go with a jacket you already have, or purchasing a new shirt to liven up an existing jacket and slacks.)

F. Shop for best buys

VI. Characteristics of a well-planned wardrobe

A. Several garments can be worn for more than one occasion

Example: A navy wool blazer could be worn with a dress to church, slacks or jeans to a ball game, or a skirt on a date

B. Clothes are comfortable and well fitting

Examples: Shirt sleeve length and pant leg length fit properly and are not too long or too short

INFORMATION SHEET

C. Clothing is well maintained

Examples: Repairs have been made, such as tears mended, buttons sewn back on, hems replaced; clothes are clean and well laundered

D. Clothing only has one or two basic colors

(NOTE: A basic color seems to go with many other colors. It can be worn for many occasions. Basic colors consist of low-value hues such as beige, brown, gray, white, black, or navy.)

E. Clothing exhibits basic styles

(NOTE: Basic style clothing can be worn for many occasions. Basic styles combine well with shoes and other garments to look attractive.)

Examples of basic styles: Navy blue wool blazer, beige sweater, gray slacks, white shirt, medium length brown tweed skirt

F. Garments and accessories accent and expand wardrobe

(NOTE: Wardrobe extenders are special, interesting, and exciting. They consist of unusual colors, textures, and trims that add versatility and flexibility to the wardrobe.)

G. Versatile garments can be worn most of the year

H. Garments can be mixed and matched

VII. Factors affecting decisions made in selecting clothing items for wardrobe (Assignment Sheet #4)

A. Money available

B. Climate

C. Lifestyle

D. Upkeep and care of specific garments

Examples: Special pressings, re-application of finishes, dry cleaning

INFORMATION SHEET

VIII. Ways to use existing wardrobe (Assignment Sheets #1 and #5)

  A. Recycle

  Examples: Make a short sleeve shirt out of a shirt with sleeves which are too short; dye a stained garment; add trim or decals to change desired look or to mend a hole; shorten a dress to make a tunic; construct a shoulder bag from jeans; make a pair of shorts from slacks with legs which are too short; add a ruffle to a skirt that is too short; construct something new from an old garment whose fabric is still good

  B. Make minor sewing repairs

  Examples: Mend holes, replace hems and buttons

  C. Clean or launder

IX. Factors to consider when choosing what clothes to wear (Assignment Sheet #2)

  A. Time of day

  B. Occasion

  C. Location of event

  D. What others are wearing

  E. Season of year

WARDROBE PLANNING
UNIT III

ASSIGNMENT SHEET #1--SELECT AN APPROPRIATE CLEANING METHOD FOR CLOTHING

NAME ______________________________ SCORE ______________

You probably know about the cost of buying clothes and the time involved in making a garment. Now, think about cleaning and caring for these clothes. Your clothing can be ruined by using the wrong cleaning care method. By choosing the correct cleaning method, your clothes will last longer and will look good for the life of the garment.

Select a garment that you own. Study the hangtags and labels in the garment. Obtain advice from fabric references in textbooks, washing machine instruction booklets, and a manager and/or worker in a dry-cleaning business. Select the appropriate cleaning method for the garment and complete the following statements.

CLEANING METHOD ______________________________

1. The description of the garment is ______________________________

   ____

2. Which source(s) of information/advice did you use to select the method? Why?

   ____

   ____

   ____

3. Directions or a description of the methods that were recommended for the garment cleaning care were ______________________________

   ____

   ____

   ____

4. The cost of garment cleaning care (laundry products, dry cleaning, or commercial cleaning costs) was ______________________________

5. The cost of replacing the garment if ruined through improper cleaning care would be ______________________________

WARDROBE PLANNING
UNIT III

ASSIGNMENT SHEET #2--SELECT CLOTHING FOR SPECIFIC SITUATIONS

NAME ____ SCORE __________________

Clothing communicates many messages to those around you. It serves as packaging in which you present yourself to the world. Being well-dressed means having the ability to select clothing suitable to the time, place, and occasion. What you select to wear is also affected by the climate, weather, and what others are wearing. Use unit information to help you complete this assignment.

PART I

Consider the following statements concerning clothing selection. Use the space following each statement to write your reaction to the statements.

1. "People choose their clothes to conform to what everyone else is wearing."

   ____

   ____

   ____

2. "What you wear is going to express something about your personality."

   ____

   ____

   ____

3. "If people don't like the way I look, that's their hard luck."

   ____

   ____

   ____

4. "Clothing reflects your self-image, that is, the way you feel about yourself."

   ____

   ____

   ____

ASSIGNMENT SHEET #2

5. "What you wear when you meet someone doesn't affect the impression you make."

____

____

____

6. "Clothing has nothing to do with your selection of friends."

____

____

____

7. "The mood you are in affects garment selection."

____

____

____

8. "Clothing has nothing to do with the way you will act."

____

____

____

9. "You and your parents have similar tastes in clothing for you."

____

____

____

10. "I select garments because they are in style. It doesn't matter how they look on me."

____

____

____

ASSIGNMENT SHEET #2

PART II

Given the following situations, what clothing would you recommend that each person select? Why would you make these recommendations? Clip pictures from catalogs, newspapers, magazines, or other available resources to illustrate your selection of outer wear for each of the situations below. Place these pictures in the spaces provided.

SITUATION A

Kent is dressing for a job interview. His interview is for a part-time secretarial position. His interview is to be at 3:00 p.m. at the office where he would like to work. It is a cold December day and Kent has taken into consideration that the thermostats will be set low. Full-time men on staff are required to wear a shirt and tie to work.

1. What clothing do you recommend that Kent wear? ______________________________

   ____

   ____

   ____

2. Why do you recommend this type of clothing for Kent? ______________________

   ____

   ____

   ____

3. Pictures of Clothing Selections

ASSIGNMENT SHEET #2

SITUATION B

Julie is dressing for her first day at work. Her new job at an auto parts warehouse. She is responsible for assisting in filling orders and delivering parts to customers in town. It is a hot July day and the warehouse and pickup are not air conditioned. Julie will be working with five male employees.

1. What clothing do you recommend that Julie wear? ______________________________
____
____
____

2. Why do you recommend this type of clothing for Julie? ______________________
____
____
____

3. Pictures of Clothing Selections

ASSIGNMENT SHEET #2

SITUATION C

Jim and Sarah are dressing to go to the high school football game. They will be attending a party after the game where the rest of their high school friends will be. It is a cold November evening. Consider what will be appropriate for the game and for the party.

1. What clothing do you recommend that Jim wear? ______________________________
   ____
   ____
   ____

2. Why do you recommend this type of clothing for Jim? ________________________
   ____
   ____
   ____

3. Pictures of Clothing Selections

ASSIGNMENT SHEET #2

4. What clothing do you recommend for Sarah? ______________________________

____

____

____

5. Why do you recommend this type of clothing for Sarah? ____________________

____

____

____

6. Pictures of Clothing Selections

WARDROBE PLANNING
UNIT III

ASSIGNMENT SHEET #3--TAKE A CLOTHING INVENTORY

NAME ______________________________ SCORE ______________

Many people have a closet filled with clothes and still complain, "I have nothing to wear!" This statement might actually be true. Building a workable wardrobe requires careful thought.

PART I

Before purchasing clothing items or accessories, consider what you already own. Use the following wardrobe inventory form to help in evaluating your present wardrobe. List items and their color. Then check the appropriate columns.

ASSIGNMENT SHEET #3
WARDROBE INVENTORY

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer useable
Outerwear (Coats, jackets, heavy sweaters, windbreakers) 								
Casual wear (Jeans, t-shirts, shorts, shirts, slacks) 								

ASSIGNMENT SHEET #3

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer useable
Active sportswear (Swimming suit, ski wear, tennis outfits, golf clothing) 								
Dress wear (Suits, dresses, church clothing, good school clothes) 								

ASSIGNMENT SHEET #3

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer useable
Formal wear (Suits, formals)								
Underwear (T-shirts, socks, underpants)								

ASSIGNMENT SHEET #3

Category	Item	Color	Worn often	Worn seldom	Needs repairs	What repairs	Can be recycled	No longer useable
Sleepwear (Pajamas, robes)								
Footwear (Shoes, boots)								

ASSIGNMENT SHEET #3

Category	Item	Color	Worn often	Worn seldom	Needs repair	What repairs	Can be recycled	No longer useable
Accessories (Belts, hats, scarves, vests) 								

ASSIGNMENT SHEET #3

PART II

After you have taken inventory of your wardrobe answer the following questions.

1. Does your wardrobe contain several garments that can be worn for several occasions? ____________________

   Give examples ____________________

   ____

   ____

2. Does your wardrobe contain comfortable, well-fitting clothes? ____________

3. Are most of your wardrobe items in good condition? ____________

   If not, what can be done to improve the condition of wardrobe items?

   ____

   ____

   ____

4. Does your wardrobe contain one or two basic colors? ____________

   What colors do you have the most of in your wardrobe? ____________

   ____

5. Does your wardrobe contain an ample amount of clothing for each season?

   ____

6. Does your wardrobe contain clothing that can be coordinated and interchanged?

   ____

   Describe these items. List their combinations. ____________

   ____

   ____

   ____

   ____

   ____

   ____

ASSIGNMENT SHEET #3

7. What are the strengths of your wardrobe? ______________________

8. What are the weaknesses of your wardrobe? ______________________

9. Realistically, how could your wardrobe be improved? ______________________

ASSIGNMENT SHEET #3

PART III

Analyze how you spend your time. Use the following checklist to evaluate your wardrobe inventory. On the left, list the activities in which you are regularly involved. On the right check the column applying to the status of each category of your wardrobe. This checklist will assist you in making a plan for items to purchase.

WARDROBE EVALUATION			
ACTIVITIES	LOTS	SOME	NEED MORE

WARDROBE PLANNING
UNIT III

ASSIGNMENT SHEET #4--MAKE A WARDROBE PLAN

NAME ______________________________ SCORE ______________

Establishing a personal wardrobe sounds simple. However, modern technology has provided us with such a variety of colors, textures, and clothing designs that this task has become complicated. Selections are limitless. Also complicating matters further is the variety of activities we are involved in. Lifestyles often include needing clothes for church, school, sports activities, home, and job. With this variety, planning a coordinated wardrobe is even more important.

PART I

Using your clothing inventory from Assignment Sheet #3, complete the wardrobe planning form that follows. Make a plan that will increase the effectiveness of your present wardrobe. Use the guidelines listed below to make the most of these valuable resources!

. . . . . Plan for your shopping needs

. . . . . Look for styles that are suitable for your figure type, age, image, activities, and budget

. . . . . Select clothes that fit into and add to the versatility of your wardrobe

. . . . . Plan ahead and compare merchandise for quality of fabric, construction, and care

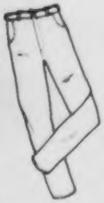
. . . . . Read hangtags and care labels for desired performance characteristics

. . . . . Be aware of the names of the manufacturers that produce the clothing you like and can afford

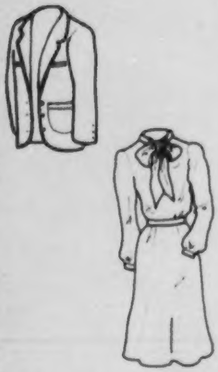
After identifying clothing needed, the reason needed, and the estimated cost, visit local clothing stores or use other available resources, such as catalogs or magazines, to determine the actual cost of your needs.

ASSIGNMENT SHEET #4

WARDROBE PLAN

Category	Items Needed	Reason Needed	Estimated Cost	Actual Cost
Outerwear				
Casual wear 				

ASSIGNMENT SHEET #4

Category	Items Needed	Reason Needed	Estimated Cost	Actual Cost
Active sportswear 				
Dresswear 				

ASSIGNMENT SHEET #4

Category	Items Needed	Reason Needed	Estimated Cost	Actual Cost
Formal wear				
Underwear				

ASSIGNMENT SHEET #4

Category	Items Needed	Reason Needed	Estimated Cost	Actual Cost
Sleepwear 				
Footwear 				
Accessories 				

ASSIGNMENT SHEET #4

PART II

1. How do you feel that the addition of these items would increase the effectiveness of your wardrobe?

____

____

____

____

____

____

____

____

____

____

2. What was the total amount of money you estimated these purchases would cost?

____

3. What was the actual amount of money that these purchases would cost?

____

WARDROBE PLANNING
UNIT III

ASSIGNMENT SHEET #5--RECYCLE A CLOTHING ITEM

NAME ______________________________ SCORE ______________

After taking inventory of your wardrobe you may find garments that are not usable in their present form. It may be possible to use these garment parts to create new fashions or accessories. Recycled clothing items can add to an existing wardrobe at little or no expense.

Select a garment that you no longer consider useful in its present form. Use available resources, such as pattern books, magazines, and extension publications, to assist you in making a plan for recycling this garment. Use your plan to recycle the clothing item. Answer the following questions upon completion of this project.

1. What item did you recycle? ______________________________
2. What did you make from this item? ______________________________

   ____
3. What materials did you purchase in order to complete this project?

   ____

   ____

   ____
4. How much did it cost you to recycle the item? ______________________________
5. How many hours did it take you to complete the project? ______________
6. How much would the recycled item sell for in a store? ______________
7. If completing this project again, what changes would you make, if any?

   ____

   ____
8. Will you use or wear the finished item? ______________________________

   Explain your answer. ______________________________

   ____

WARDROBE PLANNING
UNIT III

ASSIGNMENT SHEET #6--ORGANIZE STORAGE FOR CLOTHING

NAME ________________________________ SCORE __________

How you organize and keep your clothes in storage areas, such as closets, shelves, and drawers, is your own business. Your lifestyle, activities, and the clothes you wear will help you decide what arrangement is most convenient for you. However, proper care and storage will keep garments looking new for a long time and aid in routine dressing.

Using the guidelines and ideas below, organize storage for your clothing. Then, complete the statements that follow. Complete this assignment as you inventory your wardrobe.

REDOING YOUR CLOSET!!!

1. First, completely empty your closet! Stack similar items in piles.
2. Clean the closet walls, shelves, poles, and floor with a vacuum cleaner, soap and water, or whatever it takes to do the job. You may want to spray the clean closet with a disinfectant.
3. Make your plan for closet rearrangement while the empty closet dries and airs.
4. Replace your clothes, one by one, leaving out anything you no longer need or never wear. Place items needing repairs aside until the work is done.

CLOSET SPACE PLANNING IDEAS!!!

1. If you wear mostly pants and tops, you may want to install two hanging poles. To double your storage space, place one pole at waist height and one at shoulder height. Shirts and blouses can hang from the top pole, and pants or skirts beneath them.
2. Place the garments you wear most often in easy-to-reach places. Also think of how you get dressed, what you put on first, second, and so on. Place them in that order.
3. Things you usually wear together should be stored together, such as belts that match pants, vests with jackets.
4. Store heavy items, such as shoes and boots, near the floor.
5. Store lighter items, such as hats, bags, and accessories, on higher shelves.
6. Place hooks on closet doors or end walls to keep belts or ties neatly organized and easy to find.
7. Place long or seldom worn garments, such as formal wear and long coats, out of the way or in long garment bags for storage.

ASSIGNMENT SHEET #6

8. If shoes tend to clutter the floor of your closet, you can double the storage area with a shelf placed several inches above the floor. A long board and four bricks will create a useful second shoe shelf in minutes. Use empty sturdy shoe boxes if you have no bricks. Inexpensive hanging shoe bags may be purchased.

9. Shoes seldom worn can be kept in their original boxes, with their color or description written on the end of the box.

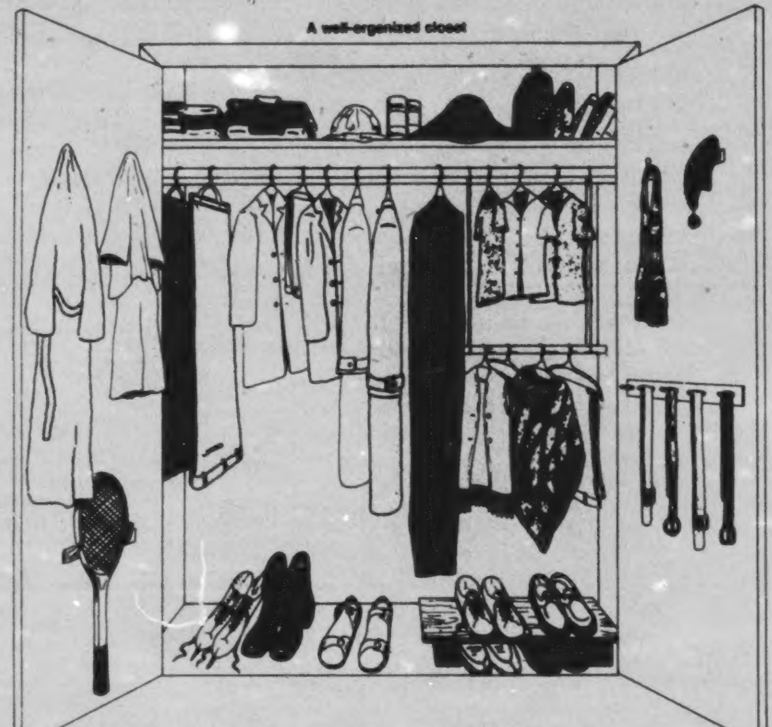
10. Turn all hanger hooks in the same direction to keep them untangled. Use clean, rust-free hangers.

11. Place any out-of-season garments in the least handy part of your closet, since you will not need these items for several months. Cover them with plastic bags to keep them clean.

12. Never crowd clothes into your closet. Fabrics need air moving around them to stay fresh and unwrinkled.

(NOTE: Organize your clothing drawers in similar steps. Place similar things together. Use empty shoe boxes, egg cartons, and other small containers as dividers inside drawers. Roll socks with their mates. Use plastic bags to protect fragile sweaters. Paper linings will help keep the drawers clean.)

Example:



A well-organized closet

ASSIGNMENT SHEET #6

Describe your plan to organize storage for clothing.________________________

____

____

____

Draw a sketch or attach a photo of the finished plan.

Advantages of the reorganized closet and/or drawers include________________

____

____

____

Total cost of the reorganized storage was______________________________

Hours spent in reorganization were_________________________________

WARDROBE PLANNING
UNIT III

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with wardrobe planning to the correct definitions. Place the correct numbers in the blanks provided.

______a. Popular styles

______b. One's manner of living; the activities in which one engages on a regular basis

______c. Bringing into harmony the different parts of a wardrobe

______d. List of items

______e. All the clothing items owned by one person

______f. Way you stand, walk, and sit

______g. Items of clothing usually of classic design and color; can be worn for many occasions

______h. Those garments worn only during a particular time of year

______i. Clothing items worn in addition to basic garments

______j. Those things bought suddenly with no forethought or planning

______k. Article of clothing that is usually very noticeable; is popular with a particular group for a short time

______l. Clothing with good basic design and lasting qualities

1. Fad
2. Basics
3. Wardrobe
4. Posture
5. Style
6. Fashion
7. Seasonal clothes
8. Impulse buys
9. Coordination
10. Lifestyle
11. Accessories
12. Inventory

2. Describe three functions of clothing.

a. ______________________________

b. ______________________________

c. ______________________________

3. List four factors that affect clothing appearance.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

4. State the goal of wardrobe planning.

____

____

____

5. Arrange in order the steps in wardrobe planning. Place a "1" in front of the first step, a "2" in front of the second step, and so on.

______a. Determine lifestyle

______b. Shop for best buys

______c. Inventory present wardrobe contents

______d. Evaluate condition of clothing items

______e. Make a plan for wardrobe additions

______f. Calculate amount of money available for wardrobe additions

6. Select from the list below characteristics of a well-planned wardrobe. Mark each correct answer with an "X."

______a. Clothing exhibits basic styles

______b. Few garments can be worn for more than one occasion

______c. Garments and accessories accent and expand wardrobe

______d. Clothing has many colors

______e. Clothing is not well maintained

______f. Clothes are comfortable and well fitting

7. Select from the list below factors affecting decisions made in selecting clothing items for wardrobe. Mark each correct answer with an "X."

______a. Lifestyle

______b. Time of day

______c. Upkeep and care of specific garments

______d. Length of time you have to shop

______e. Climate

______f. Money available

8. State three ways to use existing wardrobe.

a. ____

b. ____

c. ____

9. Select from the list below factors to consider when choosing what clothes to wear. Mark each correct answer with an "X."

______a. Time of day

______b. What others are wearing

______c. Season of year

______d. Location of event

______e. Occasion

10. Select an appropriate cleaning method for clothing.

11. Select clothing for specific situations.

12. Take a clothing inventory.

13. Make a wardrobe plan.

14. Recycle a clothing item.

15. Organize storage for clothing.

(NOTE: If activities 10-15 have not been finished before the test, ask your instructor when they should be completed.)

WARDROBE PLANNING
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (12 points)

    a. 6
    b. 10
    c. 9
    d. 12
    e. 3
    f. 4
    g. 2
    h. 7
    i. 11
    j. 8
    k. 1
    l. 5

2. (6 points)

    Any three of the following:

    a. Keeps one warm and protected
    b. Creates a desired appearance
    c. Meets certain emotional needs
    d. Defines roles

3. (8 points)

    Any four of the following:

    a. Body build
    b. Clothing design
    c. Health
    d. Posture
    e. Grooming
    f. Accessories

4. (4 points)

    To have appropriate clothing which will meet personal needs for all occasions and activities

5. (12 points)

a.	3	d.	2
b.	6	e.	5
c.	1	f.	4

6. (12 points)

   a, c, f

7. (12 points)

   a, c, e, f

8. (9 points)

   a. Recycle

   b. Make minor sewing repairs

   c. Clean or launder

9. (10 points)

   a, b, c, d, e,

10. Evaluated to satisfaction of instructor (10 points)

11. Evaluated to satisfaction of instructor (15 points)

12. Evaluated to satisfaction of instructor (35 points)

13. Evaluated to satisfaction of instructor (30 points)

14. Evaluated to satisfaction of instructor (15 points)

15. Evaluated to satisfaction of instructor (10 points)

BUYING READY-TO-WEAR GARMENTS
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to make good consumer decisions when buying ready-to-wear garments. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with buying ready-to-wear garments to the correct definitions.
2. Name features of a well-fitting garment.
3. Name types of stores where clothing can be purchased.
4. Select from a list factors to consider when buying ready-to-wear.
5. Describe details of a properly constructed ready-to-wear garment.
6. Select from a list money-saving tips for buying ready-to-wear.
7. State questions to answer before purchasing a sale item.
8. Match ways to pay for clothing purchases to the correct descriptions.
9. Survey stores where clothing can be purchased.
10. Select ready-to-wear for specific situations.
11. Evaluate fit of a ready-to-wear garment.
12. Evaluate details in a ready-to-wear garment.
13. Evaluate sale item.
14. Select accessories.

BUYING READY-TO-WEAR GARMENTS
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

  A. Order films, filmstrips, and games planned to supplement unit.

  B. Provide student with objective sheet.

  C. Provide student with information and assignment sheets.

  D. Discuss unit and specific objectives.

  E. Discuss information sheet.

  F. Discuss assignment sheets.

  G. Adapt materials for special needs students.

  H. Evaluate students to determine if they have achieved competencies established in Clothing and Textiles section of *Home Economics I: Basic Core.*

  I. Evaluate students to determine if they have achieved competencies established in "Wardrobe Planning" unit in this curriculum guide before beginning this unit.

  J. Provide students with pattern books, fashion magazines, and clothing catalogs to assist in completing Assignment Sheets #2 and #6.

  K. Supplement unit with the multimedia kit, "Clothing." This 1979 kit is part of *The Basic Concepts in Home Economics Series* and includes filmstrips, cassettes, teacher's guide, transparencies, and spirit masters. It can be purchased separately or in the series from Butterick Publishing, 161 Sixth Avenue, New York, New York 10013.

  L. Supplement unit with the multimedia kit, "Clothing: The Visible Self." This kit is part of *The Independent Living Series* and includes filmstrips, cassettes, teacher's guide, transparencies, and spirit masters. It can be purchased separately or in the series from Butterick Publishing, 161 Sixth Avenue, New York, New York 10013.

  M. Have students bring several ready-to-wear garments to class. Point out construction features. Discuss the importance of evaluation in the selection and care of the garment.

  N. Have students react to the following situation: "Sometimes what seems like a bargain turns out to be a poor buy." Give examples. How can you avoid making these mistakes?

O. Supplement unit with information from the following *Family Living Topics.* They are available upon request to Oklahoma teachers from their county extension offices.

   1. T-1205, "Using Sales to Save on Clothing"
   2. T-1202, "Sharpening Your Buying Skills"
   3. T-1203, "Accessories: Added Touches that Make the Difference"
   4. T-1204, "Dressing the Women in the Family"

P. Invite a fashion consultant to speak to class on how to accessorize different styles of garments. Encourage resource person to demonstrate various looks for both males and females that can be achieved with a change of accessories.

Q. Supplement unit with slide program, *WWD's The Best of Fashion Accessories.* This program may be ordered from Fairchild Visuals, 7 East 12th Street, New York, New York 10003.

R. Encourage discussion and comparisons on the expenses of purchasing ready-to-wear vs. home-sewn garments. Have students select a purchased garment and then price the fabric, pattern, and notions necessary to sew an equivalent garment.

S. Bring several styles of scarves to class. Demonstrate and allow students to practice various ways that scarves can be tied.

T. Invite an optometrist to class to discuss selection of frames for glasses for specific colorings, face shapes, and desired appearances.

U. Arrange a tour to clothing stores to help students complete the assignment sheets.

V. Invite resource person to discuss opportunities available in sales or related occupations.

W. Give test.

X. Reteach, if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

   1. Assignment Sheet #1--Survey Stores Where Clothing Can Be Purchased
   2. Assignment Sheet #2--Select Ready-to-Wear for Specific Situations
   3. Assignment Sheet #3--Evaluate Fit of a Ready-to-Wear Garment
   4. Assignment Sheet #4--Evaluate Details in a Ready-to-Wear Garment

5. Assignment Sheet #5--Evaluate Sale Item
6. Assignment Sheet #6--Select Accessories

D. Test

E. Answers to test

III. Unit references:

A. Benson, Ann. *Home Economics II: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

B. Sawatzky, Joyce; Clements, Irene; and Coffey, Judy. *Home Economics I: Basic Core.* rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

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O. Coffey, Barbara. *Glamour's Success Book.* New York: Simon and Schuster, 1979.

BUYING READY-TO-WEAR GARMENTS
UNIT IV

INFORMATION SHEET

I. Terms and definitions

A. Accessories--Items that accent or complete basic garments

Examples: Purse, scarf, vest, tie, ribbon, jewelry, hat, belt

B. Fashion--Current style of clothing

C. Fad--Fashion that is very popular for a short period of time

D. Ready-to-wear--Garments purchased in completed form rather than as fabric to be constructed

E. Style--Basic design of clothing

II. Features of a well-fitting garment

A. Key lines on grain

Examples: Side, front, and back seams have been cut on appropriate grain so garment "hangs" correctly

B. Has adequate ease

Example: This allows room for movement without affecting the appearance of the garment

C. Lines flatter body structure

(NOTE: Vertical, curved, horizontal, and diagonal lines are selected according to desired effect.)

Example: A tall, thin person would appear shorter in a garment with horizontal lines

D. Proportioned to body size

Example: A short person would appear shorter wearing a long top over slacks

III. Types of stores where clothing can be purchased (Assignment Sheet #1)

A. Department stores

(NOTE: These stores carry many different items. They often are chain stores and meet needs of many different people.)

B. Discount stores

(NOTE: These stores carry lower-cost items and offer fewer services to customers.)

INFORMATION SHEET

C. Specialty stores

(NOTE: These stores usually carry only one type of item, such as lingerie, men's wear, or maternity clothing.)

D. Boutiques

(NOTE: These are small shops that feature carefully selected fashions.)

E. Used clothing stores

IV. Factors to consider when buying ready-to-wear (Assignment Sheets #1-#6)

A. Appearance and fit

(NOTE: Appearance and fit are affected by style in fashion, color, garment design, fabric, body build, health, posture, grooming, and accessories.)

B. Suitability of fabric to garment

Example: A pair of jeans made from satin might not wear very well

C. Quality of construction

D. Ways that this purchase might fit into present wardrobe

E. Price and personal clothing budget

F. Garment upkeep

Examples: Dry cleaning, replacement of fabric finishes

G. Comfort

H. Durability

Examples: How will the garment wear?
Will it shrink?
Will it fade?

INFORMATION SHEET

V. Details of a properly constructed ready-to-wear garment (Assignment Sheet #4)

(NOTE: Each of the following details should be evaluated when buying ready-to-wear.)

GARMENT AREAS	DETAILS
Seams	1. Sewn straight 2. Sewn deep enough for strength 3. Stitches are proper length (NOTE: Stitches that are too long may come out when worn or laundered.) 4. Have appropriate seam finish
Fabric designs	Matched at key seamlines Examples: Plaids match at front, back, and side seams; stripes match with pocket placement
Hems	1. Even 2. Durable 3. Appropriate width for garment and fabric 4. Invisible on outside of garment
Sleeves	1. Comfortable 2. Proper length for style 3. Correctly set in
Fasteners Examples: Buttons, snaps, hooks and eyes	1. Used correctly 2. Sewn on well

INFORMATION SHEET

GARMENT AREAS	DETAILS
Zippers	1. Stay shut 2. Proper application method used Example: Use of fly front method in pant front rather than centered application 3. Stitched neatly 4. Teeth do not show in a covered zipper application
Collars	1. Lay down or stand up as collar design dictates 2. Sides match 3. Smoothly sewn without puckers
Trims Examples: Fur, lace, rickrack	1. Attractive 2. Easy to care for (NOTE: It is easier to care for garment when trim does not need to be detached and replaced during laundry or other cleaning procedures.)
Grain of fabric	Center, front, and back seams as well as garment parts are on grain so that garment hangs well
Top stitching	Stitching is straight and even
Buttonholes	1. Neatly stitched 2. Securely stitched
Linings and interfacings	1. Smooth 2. Appropriate in weight and texture for fabric 3. Able to withstand similar cleaning procedures as garment

INFORMATION SHEET

VI. Money-saving tips for buying ready-to-wear (Assignment Sheets #1-#6)

(NOTE: Your skill in shopping wisely can result in more dollars for your clothing budget and a more attractive, useful wardrobe.)

A. Buy simple, basic clothing

(NOTE: These clothing items can be worn on numerous occasions.)

Example: A suit can be casual or dressy, depending on the accessories used

B. Choose clothing that can be worn for more than one season

C. Avoid colors that you may get tired of

D. Consider care expense

E. Avoid expensive fads

F. Shop when you have plenty of time

(NOTE: Clothing bought in a hurry or in a haphazard way may result in the purchase of clothing which will not be worn often or serve needs.)

G. Examine construction of garment

(NOTE: Regardless of how expensive, poorly constructed garments will usually wear out in a very short time.)

H. Invest the largest part of your clothing budget in those articles that receive the hardest wear

Examples: Winter coat, school clothes

I. Avoid buying clothing that can be worn for only one occasion

Examples: Formals, tuxedos, suits, party wear

J. Evaluate sales

K. Buy clothing you enjoy wearing

L. Plan purchases around one or two basic colors so that clothes and accessories can be mixed and matched

M. Choose accessories to go with different outfits

N. Purchase separates to extend your wardrobe

O. Study care labels and hangtags to determine care required and expense of care

P. Know what kinds of things you want to buy

INFORMATION SHEET

Q. List places you plan to shop

(NOTE: This will save time and energy during the shopping trip.)

R. Choose stores that let you to get the most for your money

S. Practice courteous shopping habits

Examples: Refold and replace merchandise after you have looked at it. Replace clothes on hangers after trying them on and return to correct place. Avoid getting makeup on clothing when trying garments on

(NOTE: Time spent by store clerks in replacing and caring for merchandise costs the consumer dollars. Fewer employees could be hired for fewer hours spent at job which would result in less money spent by employers on employees' salaries.)

T. Use own judgment

(NOTE: Do not be pressured by others into buying an article you do not need and may not want.)

U. Return unwanted items as soon as possible

V. Demand refund, credit, or exchange for defective merchandise

W. Understand the uses and costs of credit

X. Buy the best quality that your budget will permit

Y. Select the right time to make purchases

Examples: Sales, end of season, beginning of fad

Z. Compare brands

AA. Consider purchasing in quantity

Example: Purchase three pairs for $3.00 rather than $1.25 each

BB. Try on garments before buying

VII. Questions to answer before purchasing a sale item (Assignment Sheet #5)

A. Is there an immediate or near-future need for the merchandise?

B. Will the color and style fit into your wardrobe?

C. Does the garment fit correctly or require only minor alterations?

D. Can the garment be bought at a true savings?

E. Is there a construction or fabric flaw?

INFORMATION SHEET

VIII. Ways to pay for clothing purchases

A. Cash--Less expensive than buying on credit; forced to keep purchases within manageable limits; freedom in spending future income; allows you to shop anywhere instead of limiting you to the stores where you have credit

B. Layaway--Allows customer to place deposit on desired item which the store will then hold; balance is paid all at once or in small payments within a specified time, at which point the customer gains possession of the item; possibility of losing item and money paid in if you fail to complete the payments

C. Credit--Increases present purchasing power; have use of clothing either before or while you pay for it; need not carry large amounts of money or go through procedure of check writing each time that you buy; takes less time; easy to overspend; failure to pay promptly could result in a poor credit rating; purchases tie up future income; costs money for service; easier to return or exchange

BUYING READY-TO-WEAR GARMENTS
UNIT IV

ASSIGNMENT SHEET #1--SURVEY STORES WHERE CLOTHING CAN BE PURCHASED

NAME ______________________ SCORE __________

There are several types of stores where clothing can be purchased. You will find that quality, prices, and services will vary at each. Survey your local community and list examples for each of the types of stores that are available to you. If possible, visit the stores and study the quality and prices of merchandise as well as services offered to store customers. This will enable you to decide where you want to shop.

STORE TYPE	EXAMPLES OF STORE TYPES
Department	
Discount	
Specialty	

ASSIGNMENT SHEET #1

STORE TYPE	EXAMPLES OF STORE TYPES
Boutique	
Used clothing	
(Other) ______________	

ASSIGNMENT SHEET #1

1. Would you consider shopping for different items at different stores? ______

   Why or why not? ______

2. Did you find that prices and quality varied among different stores? ______

   Explain your answer. ______

3. Which store provides the most services for customers? ______

4. At which store would you most like to shop? ______

   Explain why. ______

BUYING READY-TO-WEAR GARMENTS
UNIT IV

ASSIGNMENT SHEET #2--SELECT READY-TO-WEAR FOR SPECIFIC SITUATIONS

NAME ______________________________ SCORE ______________

Selecting ready-to-wear is difficult. There are so many things to think about! As you select ready-to-wear garments for the following situations, consider ways that this purchase might fit into your present wardrobe. Price, appeal, and garment upkeep should also be considered. In addition to answering the questions that follow, select pictures from pattern books, magazines, or clothing catalogs to illustrate your clothing selections.

SITUATION 1

You have just been invited to the junior-senior prom. You do not have anything to wear and there is not enough time to sew your outfit. Your funds are limited! Whatever you select must be able to be worn for more than this one occasion.

1. Describe selection ______________________________

____

____

2. How may this purchase fit into your present wardrobe? ______________

____

____

____

3. How much do you think this purchase will cost? ______________

4. Picture of selected garment

ASSIGNMENT SHEET #2

SITUATION 2

Your best friend and family have asked you to go camping with them over a three-day weekend. It is October and the clothing you purchase to take with you will need to be suitable for both camping and school. You need three outfits.

1. Describe selections.

   Selection #1--

   Selection #2--

   Selection #3--

2. How might these purchases fit into your present wardrobe?

   Selection #1--

   Selection #2--

   Selection #3--

3. How much do you think these purchases will cost?

   Selection #1--

   Selection #2--

   Selection #3--

ASSIGNMENT SHEET #2

4. Pictures of selected garments:

Selection #1

Selection #2

Selection #3

ASSIGNMENT SHEET #2

SITUATION 3

You have been given a pair of brown tweed slacks for your birthday. You don't have anything to wear with them. You want to purchase some items that you can mix and match with garments already owned.

1. Describe selections. ______________________________

2. How may these purchases fit into your present wardrobe? ______________________________

3. How much do you think these purchases will cost? ______________________________

4. Pictures of selected garments:

ASSIGNMENT SHEET #2

SITUATION 4

You have just received a $50.00 gift certificate to be redeemed at your favorite clothing store.

1. What clothing selection would you make? ______________________________

2. Why would you make this selection? ______________________________

3. How will this purchase fit into your present wardrobe? ______________________________

4. Picture of selected garment:

BUYING READY-TO-WEAR GARMENTS
UNIT IV

ASSIGNMENT SHEET #3--EVALUATE FIT OF A READY-TO-WEAR GARMENT

NAME ______________________________ SCORE ______________

A good fit means that the garment shape and size is right for your body. A garment that fits properly will be free of wrinkles, bulges, and gaps caused by too snug or too loose a fit.

When garments don't fit right, they don't look right. They also may be very uncomfortable.

PART I

Team up with a class member. Complete the following checklist as you evaluate the fit of ready-to-wear garments. You may choose to complete this checklist as you try on clothing at a local clothing store. Add other factors to the checklist that you will consider if purchasing this item.

FIT OF READY-TO-WEAR GARMENT	YES	NO	DOES NOT APPLY
Garment is free of wrinkles, bulges, and/or gaps caused by too snug or too loose a fit			
Center front, back, and side seams hang straight to the floor			
Darts point to the fullest part of the body and do not extend beyond			
Allows room to move, reach, and stretch without straining seams			
Neckline lies flat on the body without bulging			
Neck size is correct			
Fitted waistline hugs waist			

ASSIGNMENT SHEET #3

FIT OF READY-TO-WEAR GARMENT	YES	NO	DOES NOT APPLY
Sleeve length is proper			
Pant/skirt length is proper			
(Other)			
(Other)			
(Other)			
(Other)			
(Other)			

PART II

Answer the following questions after carefully evaluating the garment's fit.

1. Would you purchase the garment if money was available? ____________________
   ____
2. Overall, did the garment fit correctly? ____________________
3. What recommendations would you make to improve its fit? ____________________
   ____
   ____
   ____
   ____
   ____
   ____

BUYING READY-TO-WEAR GARMENTS
UNIT IV

ASSIGNMENT SHEET #4--EVALUATE DETAILS IN A READY-TO-WEAR GARMENT

NAME ______________________________ SCORE ______________

A garment may fit really well. It may appear from the outside to even be constructed well. However, it is important to evaluate the details both inside and outside the garment before purchasing ready-to-wear. A poorly constructed garment will not wear well and may require continual upkeep. Bring a ready-to-wear garment from home or look at a garment at a local clothing store. Use the following checklist as you evaluate the garment. Be sure to add details as they apply to the garment that you have selected to evaluate!

ASSIGNMENT SHEET #4

GARMENT	DETAILS	YES	NO	DOES NOT APPLY	COMMENTS
Seams	1. Sewn straight				
	2. Sewn deep enough for strength				
	3. Stitches are proper length				
	(NOTE: Stitches that are too long may come out when worn or laundered.)				
	4. Have appropriate seam finish				
Fabric design	Matched at key seamlines				
	Examples: Plaids match at front, back, and side seams; stripes match with pocket placement				
Hems	1. Sewn even				
	2. Durable				
	3. Appropriate width for garment and fabric				
	4. Invisible on outside of garment				

ASSIGNMENT SHEET #4

GARMENT AREAS	DETAILS	YES	NO	DOES NOT APPLY	COMMENTS
Sleeves	1. Comfortable				
	2. Proper length for style				
	3. Correctly set in				
Fasteners	1. Used correctly				
Examples: Buttons, snaps, hooks and eyes	2. Sewn on well				
Zippers	1. Stay shut				
	2. Proper application method used Example: Use of fly front method in pant front rather than centered application				
	3. Stitched neatly				
	4. Teeth do not show in a covered zipper application				
Collars	1. Lay down or stand up as collar design dictates				
	2. Sides match				
	3. Smoothly sewn without puckers				

ASSIGNMENT SHEET #4

GARMENT AREAS	DETAILS	YES	NO	DOES NOT APPLY	COMMENTS
Trims	1. Attractive				
Examples: Fur, lace, rick-rack	2. Easy to care for (NOTE: It is easier to care for garment when trim does not need to be detached and replaced during laundry or other cleaning procedures.)				
Grain of fabric	Center, front, and back seams as well as garment parts are on grain so that garment hangs well				
Top stitching	Stitching is straight and even				
Buttonholes	1. Neatly stitched				
	2. Securely stitched				
Linings and interfacings	1. Smooth				
	2. Appropriate in weight and texture for fabric				
	3. Able to withstand similar cleaning procedures as garment				

BUYING READY-TO-WEAR GARMENTS
UNIT IV

ASSIGNMENT SHEET #5--EVALUATE SALE ITEM

NAME ________________________________ SCORE ____________

Sales can be used to save money if you shop wisely. Sale items are not always bargains. Items on sale often cannot be returned. They may have been reduced in price as a result of being damaged or soiled or at the end of a fashion cycle.

Be sure of your clothing needs when you shop sales. Money saved on a sale item is lost if your new bargain will not fit into your existing wardrobe without additional purchases or if the purchase will require expensive cleaning or repairs.

Visit a local clothing store. Select a sale garment and answer the following questions concerning this potential purchase.

1. Why is this garment on sale? ____________________________

   ____

   ____

   ____

2. What was the original price of this garment? ____________________
3. What is the present price of this garment? ____________________
4. What percentage of savings would this be? ____________________
5. Do you have an immediate or near-future need for the merchandise? __________

   Explain your answer. ______________________________

   ____

   ____

6. Will the color and style fit into your wardrobe? ____________________

   Explain your answer. ______________________________

   ____

   ____

ASSIGNMENT SHEET #5

7. Does the garment fit correctly or will it require alteration?

____

If alterations are necessary what will be involved? __________________________

____

____

____

8. Do you feel that this would be a wise purchase? __________________________

Explain your answer. ____

____

____

____

____

____

BUYING READY-TO-WEAR GARMENTS
UNIT IV

ASSIGNMENT SHEET #6--SELECT ACCESSORIES

NAME ______________________________ SCORE __________

Accessories add finishing touches to outfits. They also provide a way to express your personality and expand your wardrobe. A good rule to follow when selecting accessories is to keep them simple. Too many accessories can cause you to look overdressed.

Select a picture of what you would consider to be a basic garment from pattern books, magazines, or clothing catalogs. Use this garment as you select accessories to go with it which will expand your wardrobe. Create as many "looks" as possible by adding accessories to this garment.

(NOTE: Attach picture of selected basic garment in the space provided below.)

ASSIGNMENT SHEET #6

"LOOK" #1

1. Describe accessories added. ______________________________

2. How will the addition of these accessories change the basic garment appearance?

3. What is the approximate cost of these accessories? ______________________

4. Attach pictures of selected accessories in the space provided below.

ASSIGNMENT SHEET #6

"LOOK" #2

1. Describe accessories added. ______________________________

2. How will the addition of these accessories change the basic garment appearance?

3. What is the approximate cost of these accessories? ______________

4. Attach pictures of selected accessories in the space provided below.

ASSIGNMENT SHEET #6

"LOOK" #3

1. Describe accessories added. ______________________________

2. How will the addition of these accessories change the basic garment appearance?

3. What is the approximate cost of these accessories? ______________________

4. Attach picture of selected accessories in the space provided below.

BUYING READY-TO-WEAR GARMENTS
UNIT IV

TEST

NAME ______________________________ SCORE __________

1. Match terms associated with buying ready-to-wear garments to the correct definitions. Place the correct numbers in the blanks provided.

______a. Basic design of clothing

______b. Items that accent or complete basic garment

______c. Garments purchased in completed form rather than as fabric to be constructed

______d. Current style of clothing

______e. Fashion that is very popular for a short period of time

1. Fad
2. Style
3. Accessories
4. Ready-to-wear
5. Fashion

2. Name features of a well-fitting garment.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

3. Name four types of stores where clothing can be purchased.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

4. Select from the list below factors to consider when buying ready-to-wear. Place an "X" in the correct blanks.

______a. Suitability of fabric to garment

______b. Durability

______c. Comfort

______d. Pretty color

______e. Appearance and fit

______f. Price and personal clothing budget

______g. Brand name

5. Describe details in a properly constructed ready-to-wear garment.

   a. Seams

      1) ______________________________

      2) ______________________________

      3) ______________________________

      4) ______________________________

   b. Hems

      1) ______________________________

      2) ______________________________

      3) ______________________________

      4) ______________________________

   c. Sleeves

      1) ______________________________

      2) ______________________________

      3) ______________________________

   d. Zippers

      1) ______________________________

      2) ______________________________

      3) ______________________________

      4) ______________________________

   e. Grain of fabric-- ______________________________

      ____

      ____

6. Select from the following list money-saving tips for buying ready-to-wear. Mark each correct answer with an "X".

______a. Purchase clothing that can be worn for only one occasion

_____ b. Buy simple, basic clothing

_____ c. Invest the largest part of your clothing budget in those articles receiving the least wear

_____ d. Evaluate sales

_____ e. Purchase separates to extend your wardrobe

_____ f. Study care labels and hang tags to determine care required and expense of care

_____ g. Try on garments before buying

_____ h. Buy the best quality that your budget will permit

7. State three questions to answer before purchasing a sale item.

a. ____

____

b. ____

____

c. ____

____

8. Match ways to pay for clothing purchases to the correct descriptions. Place the correct numbers in the blanks provided.

_____ a. Allows customer to place deposit on desired item which the store will then hold; balance is paid all at once or in small payments within a specified time, at which point the customer gains possession of the item; possibility of losing item and money paid in if you fail to complete the payments

_____ b. Less expensive than buying on credit; forced to keep purchases within manageable limits; freedom in spending future income; allows you to shop anywhere instead of limiting you to the stores where you have credit

_____ c. Increases present purchasing power; have use of clothing either before or while you pay for it; need not carry large amounts of money or go through procedure of check writing each time that you buy; takes less time; easy to overspend; failure to pay promptly could result in a poor credit rating; purchases tie up future income; costs money for service; easier to return or exchange

1. Layaway
2. Credit
3. Cash

9. Survey stores where clothing can be purchased.
10. Select ready-to-wear for specific situations.
11. Evaluate fit of a ready-to-wear garment.
12. Evaluate details in a ready-to-wear garment.
13. Evaluate sale item.
14. Select accessories.

(NOTE: If activities 9-14 have not been finished prior to the test, ask your instructor when they should be completed.)

BUYING READY-TO-WEAR GARMENTS
UNIT IV

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (5 points)

    a. 2

    b. 3

    c. 4

    d. 5

    e. 1

2. (8 points)

    a. Key lines on grain

    b. Has adequate ease

    c. Lines flatter body structure

    d. Proportioned to body size

3. (8 points)

    Any four of the following:

    a. Department stores

    b. Discount stores

    c. Specialty stores

    d. Boutiques

    e. Used clothing stores

4. (7 points)

    a, b, c, e, f

5. (15 points)

   Descriptions should include:

   a. Seams
      1) Sewn straight
      2) Sewn deep enough for strength
      3) Stitches are proper length
      4) Have appropriate seam finish

   b. Hems
      1) Even
      2) Durable
      3) Appropriate width for garment and fabric
      4) Invisible on outside of garment

   c. Sleeves
      1) Comfortable
      2) Proper length for style
      3) Correctly set in

   d. Zippers
      1) Stay shut
      2) Proper application method used
      3) Stitched neatly
      4) Teeth do not show in a covered zipper application

   e. Grain of fabric--Center, front, and back seams as well as garment parts are on grain so that garment hangs well

6. (8 points)

   b, d, e, f, g, h

7. (6 points)

   Any three of the following:

   a. Is there an immediate or near-future need for the merchandise?
   b. Will the color and style fit into your wardrobe?
   c. Does the garment fit correctly or require only minor alterations?

   d. Can the garment be bought at a true savings?

   e. Is there a construction or fabric flaw?

8. (3 points)

   a. 1

   b. 3

   c. 2

9. Evaluated to the satisfaction of the instructor (20 points)

10. Evaluated to the satisfaction of the instructor (30 points)

11. Evaluated to the satisfaction of the instructor (20 points)

12. Evaluated to the satisfaction of the instructor (25 points)

13. Evaluated to the satisfaction of the instructor (15 points)

14. Evaluated to the satisfaction of the instructor (30 points)

GARMENT CONSTRUCTION
UNIT V

UNIT OBJECTIVE

After completion of this unit, the student should be able to construct a garment with buttons, buttonholes, collar, and set-in sleeves. This knowledge will be evidenced by completion of job sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with garment construction to the correct definitions.
2. Match construction techniques to their functions.
3. Name the functions of interfacing.
4. Select from a list guidelines to follow when selecting interfacing.
5. Select from a list areas of garments which often require interfacing.
6. Label types of buttons.
7. Describe characteristics of properly set in sleeves.
8. Describe characteristics of a well-made collar.
9. Select from a list practices that assure professional-looking results.
10. Demonstrate the ability to:
    a. Finish seams.
    b. Grade, trim, clip, and notch seam allowances.
    c. Understitch garment.
    d. Apply interfacing.
    e. Attach shirt collar.
    f. Set in sleeves.
    g. Make buttonholes.
    h. Sew on buttons.
    i. Sew on fasteners.

GARMENT CONSTRUCTION
UNIT V

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Order films, filmstrips, and games planned to supplement unit.

   B. Provide student with objective sheet.

   C. Provide student with information and job sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information sheet.

   F. Demonstrate procedures outlined in job sheets.

   G. Adapt materials for special needs students.

   H. Evaluate students' knowledge to determine if they have achieved competencies established in units in the Clothing and Textiles section of *Home Economics I: Basic Core.*

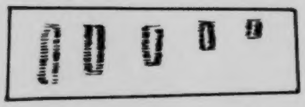
   I. Introduce unit with fashion show of garments completed in home economics II class from the previous year.

   J. Gather current pattern books to assist students in pattern selection.

   K. Have students obtain samples of all available types of interfacing. Have students place these samples in a notebook, label the samples, and explain the use and application method of each sample.

   L. Have students make a sampler of buttonholes (each 1/8" larger than the other) for permanent future reference when determining buttonhole size.

   Example:



   M. Have students evaluate pattern guide sheets for efficient unit construction on own garment.

   N. Arrange for students to visit a fabric store to look at new trends in buttons as well as other closures, such as snaps and hooks and eyes.

   O. Adapt procedures for setting in sleeves and attaching shirt collars to meet individual student needs.

P. Contact resource person to emphasize development of construction skills to ensure professional-looking results and to discuss that these skills are marketable.

Q. Supplement unit with the following multimedia kits. These 1977 kits are part of *The Butterick Sewing Series* and include filmstrips, cassettes, teacher's guides, transparencies, and spirit masters. They may be purchased separately or as a series from Butterick Publishing, 161 Sixth Avenue, New York, New York 10013.

   1. "Finishing Touches"
   2. "Planning to Sew"
   3. "Get Set to Sew"
   4. "Constructed Shapes"

R. Encourage students to select pattern and fabric which will allow them to complete as many job sheets as possible.

   Example: A shirt made from a fabric that required a seam finish, interfacing, buttons, machine buttonholes, set-in sleeves, and shirt collar

S. Have students make samples of procedures outlined in job sheets that are not included in the garment they are constructing.

T. Demonstrate the use of wax with hand-stitching thread.

U. Use pattern books that include fabric and interfacing samples to teach about types of interfacing available and their selection.

V. Give test.

W. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Job sheets

   1. Job Sheet #1--Finish Seams
   2. Job Sheet #2--Grade, Trim, Clip, and Notch Seam Allowances
   3. Job Sheet #3--Understitch Garment
   4. Job Sheet #4--Apply Interfacing
   5. Job Sheet #5--Attach Shirt Collar
   6. Job Sheet #6--Set in Sleeves

7. Job Sheet #7--Make Buttonholes

8. Job Sheet #8--Sew on Buttons

9. Job Sheet #9--Sew on Fasteners

D. Test

E. Answers to test

III. Unit references:

A. Halmes, Ellen, and Truitt, Debbie. *Custom Sewing.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

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C. Sawatzky, Joyce; Clements, Irene; and Coffey, Judy. *Home Economics I: Basic Core.* rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

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GARMENT CONSTRUCTION
UNIT V

INFORMATION SHEET

I. Terms and definitions

A. Interfacing--Woven or nonwoven material used inside certain garment parts

B. Baste/ease stitching--Row of stitching using the longest stitch available on stitch regulator

(NOTE: This is usually about 6-8 stitches per one inch. Use baste/ease stitch where needed.)

C. Roll line--Where garment part is to be turned to outside

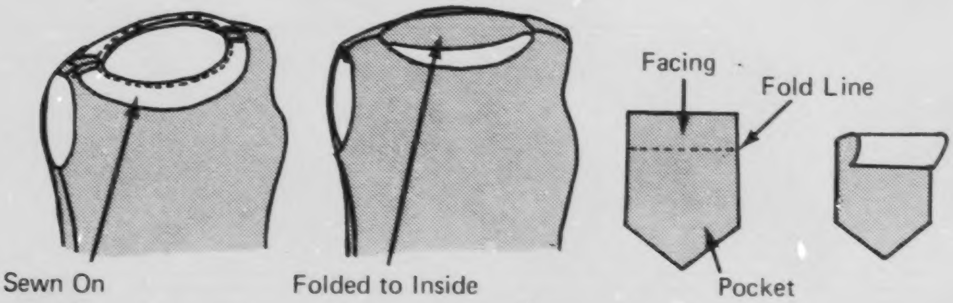
Example: Collar roll line

(NOTE: A well-made garment will have a roll line with minimum indication of a crease. A crease should not be pressed into a roll line. This would make the area lay flat rather than roll.)

D. Stay stitching--Row of machine stitching 1/8" from seamline into seam allowance; used on curved or biased edge

E. Facing--Piece of fabric that is sewn onto garment and folded to inside to finish edge; sometimes a fold line is used rather than sewing on extra fabric

(NOTE: Grain line of facing is usually identical to garment grain line.)



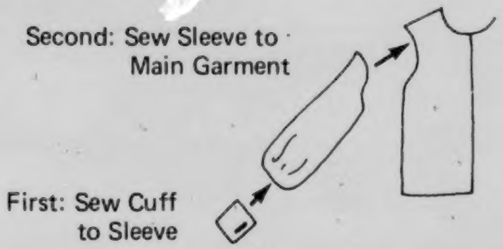
INFORMATION SHEET

F. Drag line--Pulled or taut area within garment indicating need for alteration

(NOTE: Drag lines are often seen in the hem area where the hem edge has been incorrectly finished or an incorrect hemming procedure has been used.)

G. Unit construction--Process of sewing garment pieces together in a logical and time-saving order

Example: Sew small garment pieces to larger pieces before attaching to main garment

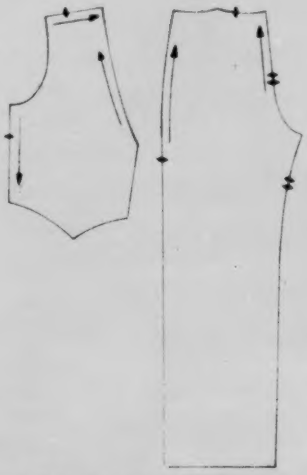


(NOTE: Commercial pattern company guide sheets do not always use this method of construction. Study your guide sheet before you begin construction and, if necessary, make changes to help save time and effort.)

H. Directional stitching--Technique of stitching with grain of woven fabric to prevent stretching or changing shape of seam area

(NOTE: To determine which way is with the grain run your finger along the cut fabric edge. One direction feels smooth. The other direction feels rough and pulls up the threads. The direction that feels smooth is with the grain. Basically, if you stitch from the widest part of a fabric section to the narrow part, you will be stitching with the grain. For further help check directional arrows on seam lines on pattern pieces.)

Example:



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INFORMATION SHEET

II. Construction techniques and their functions

A. Understitching--Helps edges lie flat and keeps facings from rolling to outside of garment (Job Sheet #3)

(NOTE: Understitching is a row of machine stitching placed close to seamline on facing side which attaches the seam allowances to the facing.)

B. Notching--Cutting V-shaped edges from seam allowance to eliminate bulk and allow seam to lie flat (Job Sheet #2)

Examples of areas that are notched: Outside edge of collar, princess line bodice

C. Grading--Prevents abrupt layer differences on inside of garment; helps to make garment look nicer and prevents excess wear on thick seam areas (Job Sheet #2)

(NOTE: Each seam is trimmed to a different width.)

D. Backstitching/lock-a-stitching--Keeps seams from coming apart or stitching from coming out

(NOTE: Backstitching is back-and-forth machine stitching. Lock-a-stitching occurs when pressure is slightly lifted from presser foot and several stitches are made in one place.)

E. Finishing seams--Adds life to garment by preventing raveling (Job Sheet #1)

Examples: Pinked, turned-and-stitched, overcast, bound, zigzag

F. Stay stitching--Row of stitching that stabilizes curved or bias edges that may stretch

(NOTE: Stay stitching may be omitted during construction but should be considered if garment is to be tried on, hung up, or clipped.)

III. Functions of interfacing (Job Sheet #4)

A. Maintain shape

B. Maintain firmness

C. Provide strength

D. Prevent stretching

E. Add body

F. Give crispness without bulk

G. Prevent seam allowance ridges from showing through to right sides of heavier fabrics

INFORMATION SHEET

IV. Guidelines to use when selecting interfacing (Job Sheet #4)

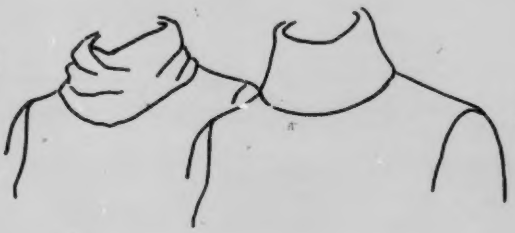
A. Use single layer of interfacing that is lighter than weight of fabric

B. Use two layers of extremely light interfacing

(NOTE: One layer is used on garment and the other is used on facing. This provides a very pleasing effect if the correct weight of interfacing is used.)

C. Choose weight of interfacing depending upon "look" desired

(NOTE: The collars below are identical except one has been interfaced and the other has not.)



D. Use varied weights of interfacing in single garment if needed

E. Choose interfacing that will adapt to same cleaning procedure as outer garment

F. Avoid interfacing that is too heavy

(NOTE: This is a common practice among those who are inexperienced in sewing.)

G. Use stretchy interfacing only where stretch in garment is needed

Examples: Use stretchy interfacing on a back yoke but not buttonholes

V. Areas of garments which often require interfacing (Job Sheet #4)

A. Collars and neck areas

B. Cuffs

C. Waistbands and belts

D. Pocket flaps

E. Hems

F. Buttonholes and button areas

INFORMATION SHEET

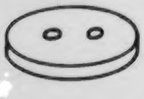
G. Pleat and vent area

H. Lapels

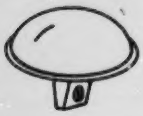
VI. Types of buttons (Job Sheet #8)

(NOTE: Buttons should be selected to complement the design and fabric of your garment. Buttons come in different types, sizes, and shapes and are made from many different materials, such as wood, leather, plastic, metal, or ivory.)

A. Sew-through



B. Shank



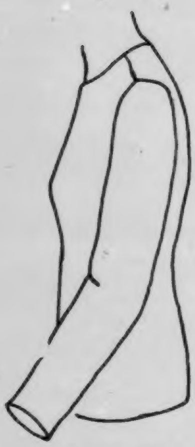
VII. Characteristics of properly set in sleeves (Job Sheet #6)

A. Has uniform ease

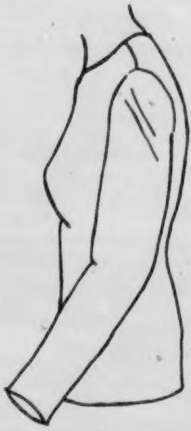
B. Does not have tucks or gathers unless indicated by sleeve design

C. Has side seam and underarm seam matched

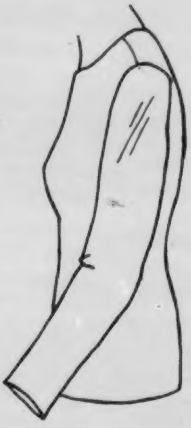
D. Lies flat with no pulling



Sleeve Set
Correctly



Sleeve Set Too
Far to the Back



Sleeve Set Too
Far to the Front

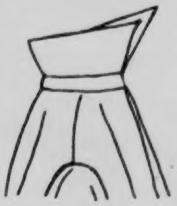
INFORMATION SHEET

VIII. Characteristics of a well-made collar (Job Sheet #5)

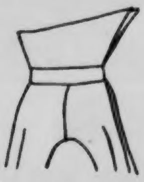
A. Undercollar or facing does not show

(NOTE: This problem can be taken care of by making the undercollar 1/16" smaller all the way around and/or understitching.)

B. Collar points are even in length and width

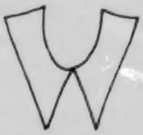


Incorrect

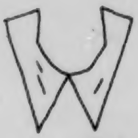


Correct

C. Correct weight of interfacing is used so collar does not look stiff and boardlike



Correct



Incorrect

D. Points of collar are pushed out to end of stitching

(CAUTION: Be careful not to push points completely out.)

IX. Practices that assure professional-looking results

A. Coordinate pattern and fabric

B. Choose interfacing of correct weight

C. Select notions carefully

(NOTE: Notions should complement the garment. Make sure notions do not compete with garment design.)

D. Preshrink fabric, woven nonfuseable interfacing, seam tape, zipper, elastic, and other notions that might be changed by garment care

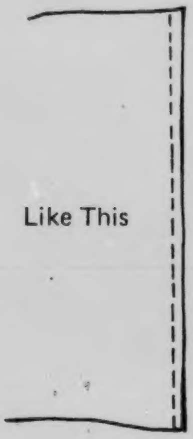
E. Use generous amount of interfacing

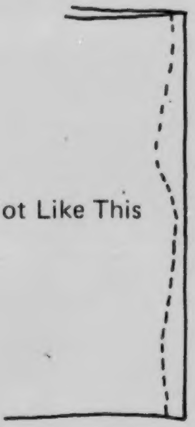
(NOTE: This does not mean using a heavy weight of interfacing. You may need to interface areas the pattern does not suggest interfacing.)

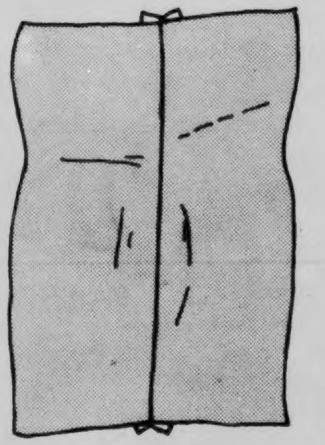
Examples: Neckbands, undercollar

INFORMATION SHEET

F. Sew straight seams







(NOTE: The crookedness of the incorrect seam is exaggerated for purpose of illustration.)

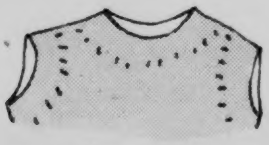
G. Clip, trim, notch, and grade seams adequately

(NOTE: You may need to do this even where the pattern does not suggest it.)

H. Place buttonholes in correct locations (Job Sheet #7)

I. Avoid tacking total facing to edge to garment

(NOTE: Stitch in the ditch at shoulder seams and other areas.)



Incorrect

J. Sew on fasteners neatly (Job Sheet #9)

K. Avoid hems that are too deep or too narrow

L. Press at professional dry cleaners when complete

GARMENT CONSTRUCTION
UNIT V

JOB SHEET #1--FINISH SEAMS

(NOTE: The seam finish you choose will depend on your fabric and whether it ravels. It will also depend on whether the seams will be seen when the garment is worn. Seam finishes can be done before or after the seams are stitched.)

I. Materials and equipment

  A. Fabric, six 4" by 6" pieces

  B. Sewing machine

  C. Iron

  D. Ironing board

  E. Pinking shears

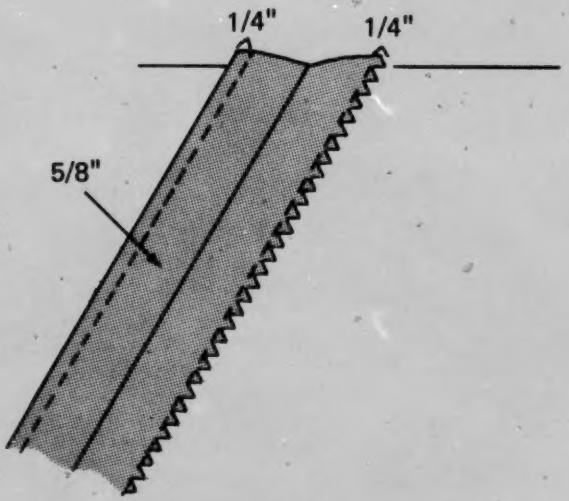
  F. Needle, hand sewing

  G. Thread

II. Procedure for pinked seam finish

  (NOTE: This finish is used on firmly woven fabrics that do not ravel. For a more secure finish, you may wish to stitch 1/4" from each edge before you begin to pink. See Figure 1.)

FIGURE 1



JOB SHEET #1

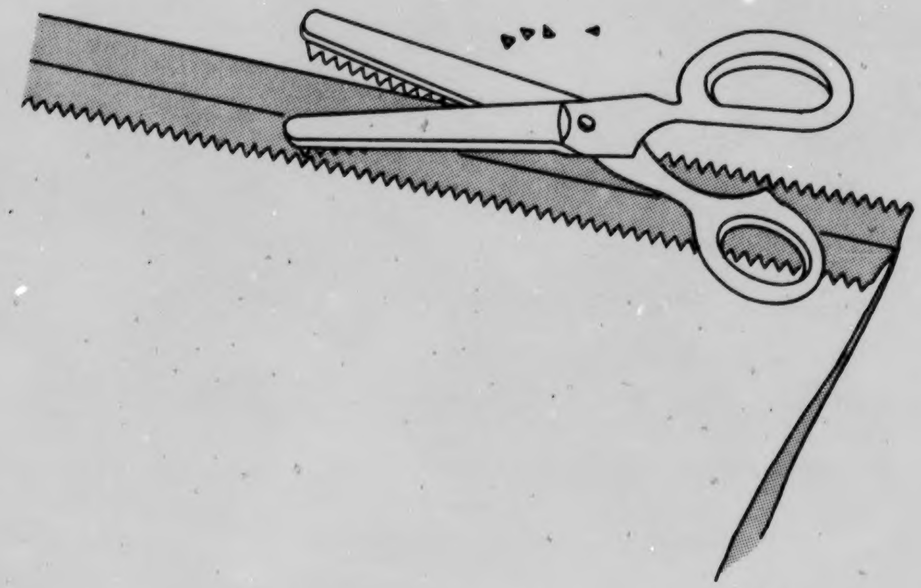
A. Sew 5/8" seam joining two pieces of fabric

B. Press seam open

C. Pink the cut edges of seam allowances using pinking shears

(CAUTION: ONLY TRIM AWAY SMALL TRIANGLES OF FABRIC. DO NOT CUT INTO THE SEAM ALLOWANCES. See Figure 2.)

FIGURE 2



III. Procedure for machine zigzag seam finish

(NOTE: This finish is used on fabrics which tend to ravel easily. The zigzag stitch reinforces the raw edge.)

A. Sew 5/8" seam joining two pieces of fabric

B. Press seam open

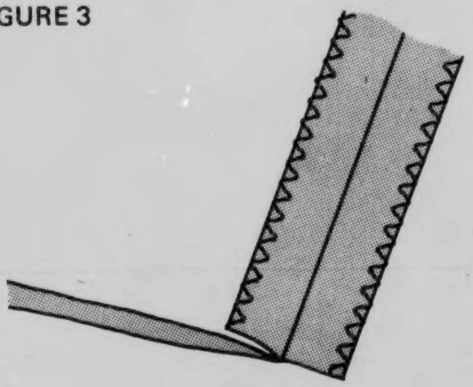
C. Set width of zigzag according to fabric weight

(NOTE: A smaller stitch is used for lightweight fabrics or fabrics that ravel very easily. A larger stitch is used for heavy, bulky fabrics.)

JOB SHEET #1

D. Zigzag raw edge of seams (Figure 3)

FIGURE 3



IV. Procedure for turned under and stitched seam finish

(NOTE: This finish is used with lightweight fabrics and plain weave fabrics. It provides a clean edge that is attractive. It is especially attractive in unlined jackets.)

A. Sew 5/8" seam joining two pieces of fabric

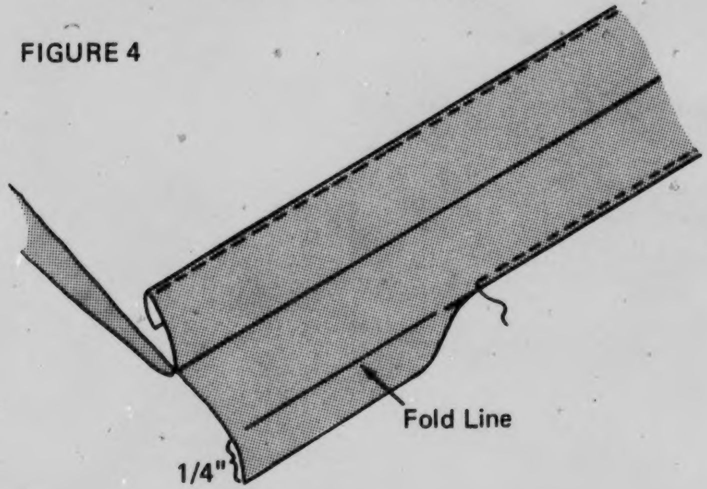
B. Press seam open

C. Fold seam allowances under 1/4" from the edge (Figure 5)

D. Press fold

E. Machine stitch close to the edge (Figure 4)

FIGURE 4



GARMENT CONSTRUCTION
UNIT V

JOB SHEET #2--GRADE, TRIM, CLIP, AND NOTCH SEAM ALLOWANCES

I. Materials and equipment

- A. Seams with curves, corners, and straight edges
- B. Scissors/shears

II. Procedure for grading

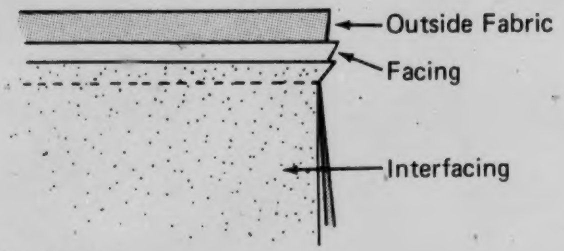
(NOTE: Grading is especially important when fabric is bulky and there are more than two layers of fabric.)

- A. Determine which seam allowance faces the inside of the garment
- B. Trim this seam allowance the shortest

  (NOTE: Trim to half the width of the garment seam if there are no other layers but these two.)

- C. Leave outside garment seam allowance the longest
- D. Trim each layer of fabric between facing and garment to a different width in a stair-step manner (Figure 1)

FIGURE 1

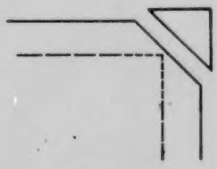


III. Procedure for trimming corners

(NOTE: Seams are usually graded first.)

- A. Clip diagonally into seam allowance across from corner about 1/16" from stitching (Figure 2)

FIGURE 2



(NOTE: Do not push corners inside out with force or you will push through stitching.)

JOB SHEET #2

B. Clip further into seam allowance if angle is acute (Figure 3)

(NOTE: When sewing acute angles, some prefer to take one small stitch across the point. See Figure 4.)

FIGURE 3

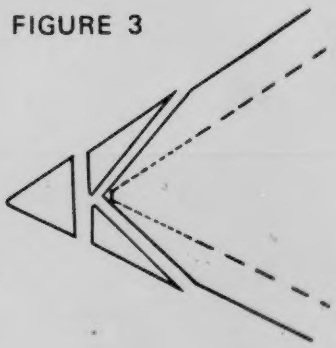
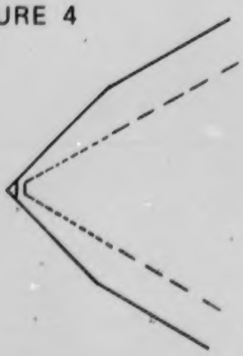


FIGURE 4



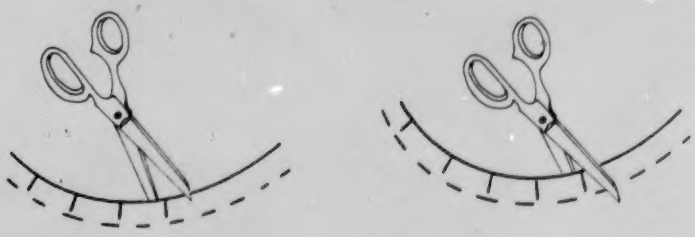
IV. Procedure for clipping

A. Find inward curves on garment

B. Clip into the seam close to the stitching line, using the points of sharp scissors (Figure 5)

(CAUTION: IT IS VERY EASY TO CUT THROUGH STITCHING LINE. NEVER PLACE POINT OF SCISSORS/SHEARS DEEPER THAN YOU PLAN TO CLIP.)

FIGURE 5



Correct

Incorrect

(NOTE: If the curve is severe, it will need a greater number of clips.)

JOB SHEET #2

V. Procedure for notching

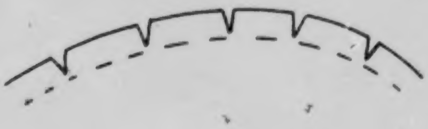
(NOTE: Seam should be graded first.)

A. Find outward curves on garment

B. Cut small wedges from seam allowance about 1/16" from stitching line, using the points of sharp scissors (Figure 6)

(NOTE: If the curve is severe, it will need a greater number of notches.)

FIGURE 6



GARMENT CONSTRUCTION
UNIT V

JOB SHEET #3--UNDERSTITCH GARMENT

I. Materials and equipment

   A. Garment with facing

   B. Sewing machine

II. Procedure

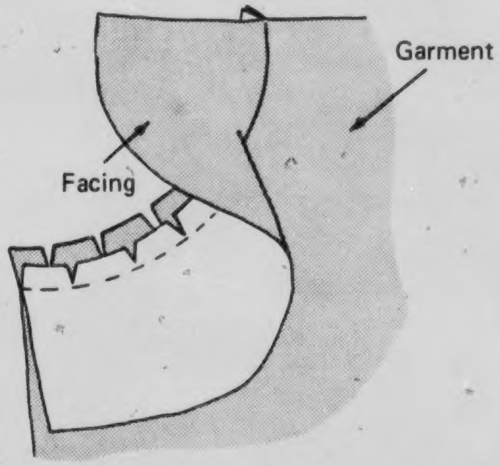
   (NOTE: Understitching may be omitted if garment is to be topstitched.)

   A. Grade facing seam

   B. Work on right side (outside) of garment

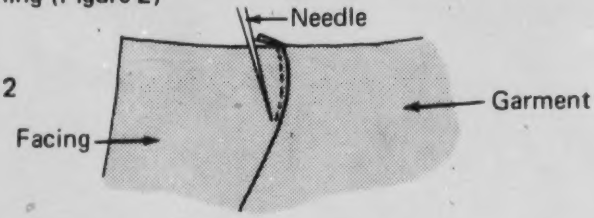
   C. Spread garment and facing open flat, pushing seam allowance under facing (Figure 1)

FIGURE 1



   D. Sew close to seamline on the facing, securing all seam allowances beneath; if facing is curved, stop, leaving needle in work, after about 3/4" stitching (Figure 2)

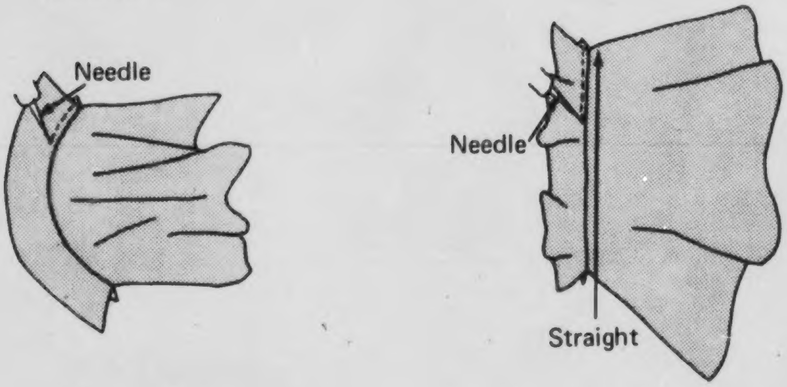
FIGURE 2



JOB SHEET #3

E. Place material so that facing is lying flat and garment is not, if facing is curved (Figure 3)

FIGURE 3



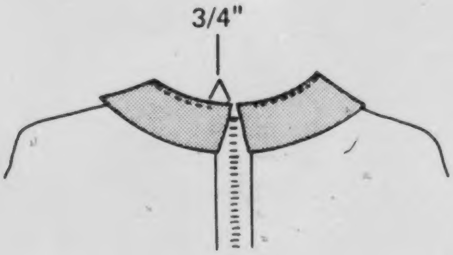
Correct

Incorrect

F. Continue sewing on facing, being sure all seam allowances are lying flat underneath it

(NOTE: On some work, such as necklines with zippers, you may want to leave about 3/4" from edge of garment to understitching. See Figure 4.)

FIGURE 4



GARMENT CONSTRUCTION
UNIT V

JOB SHEET #4--APPLY INTERFACING

(NOTE: The application method used with interfacing will be determined by the type of interfacing purchased. The interfacing will either be ironed on or sewn to garment pieces.)

I. Materials and equipment

   A. Interfacing

      (NOTE: Quality and characteristics vary greatly with types and brands of interfacing. Price and feel are good indicators of quality.)

   B. Pattern

   C. Scissors/shears

   D. Steam iron

   E. Ironing board

   F. Paper towel or woven or nonwoven press cloth

      (CAUTION: Be sure that the surface of the paper towel is flat. Imprints carry over to the fabric surface.)

   G. Sewing machine

   H. Thread

   I. Garment pieces, cut-out

II. Procedure for cutting interfacing

   A. Pull on interfacing in all directions to determine if it stretches

   B. Place on hard flat surface

   C. Lay pattern on interfacing

      1. Plan for stretch to run in desired direction

      2. Place pattern pieces that include buttonholes along direction or on interfacing that does not stretch

      3. Follow grain line rules when working with woven interfacings

         (NOTE: When using nonwoven or fuseable interfacing, ignore traditional grain line rules and lay pieces as closely together as possible.)

      4. Consider right and wrong sides of fuseable interfacing

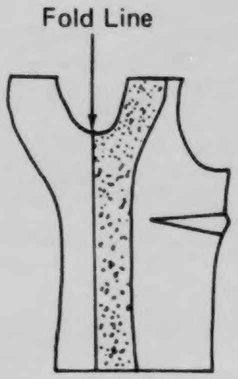
JOB SHEET #4

E. Add 1/2" or more to the edge of interfacing even though the pattern suggests cutting the interfacing to fit to the fold line (Figures 1 and 2)

(NOTE: This will make a nicer edge on shirt fronts and cuffs.)

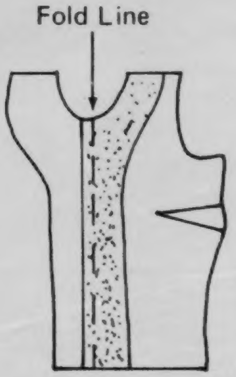
(CAUTION: This only works with high quality interfacing of the correct weight [not too heavy]. A low quality interfacing will usually show a ridge where it ends. Test to be sure.)

FIGURE 1



Traditional Placement

FIGURE 2



Suggested Addition

(NOTE: Interface the garment and not the facing unless fabric is sensitive.)

F. Cut pattern from interfacing, leaving seam allowance on interfacing pieces

G. Mark necessary symbols

III. Procedure for applying iron-on interfacing

(NOTE: Be sure to read and follow manufacturers' instructions carefully for cutting, trimming, and applying interfacing. These steps are for ironing interfacing to garment pieces that are already cut. Press on all interfacing parts in one sitting to save time.)

A. Preheat iron

B. Place paper towel on ironing board

(NOTE: This will keep your ironing board cover from becoming gummed-up if some edges of interfacing overhang cut garment pieces.)

JOB SHEET #4

C. Place garment piece on paper towel wrong side up

D. Align interfacing on the garment piece with fuseable side facing garment

(NOTE: The fuseable side of the interfacing may have small beads or be shiny on the surface. Read manufacturers' instructions.)

E. Place paper towel over interfacing and garment

(NOTE: This will protect your iron from becoming gummed up.)

F. Place steaming iron on paper towel, garment, and interfacing

G. Hold the iron in one spot and count slowly to ten

(NOTE: Holding the iron this long will assure that the interfacing is fused to fabric and will not become disengaged during construction or washing. Time required for fusion varies. Read instructions or follow above directions.)

IV. Procedure for applying sew-in interfacing

(NOTE: These steps are for sewing interfacing to garment pieces that are already cut. Sew in all interfacing parts in one sitting to save time.)

A. Align interfacing on the garment piece

B. Machine or hand baste interfacing INSIDE seamline

(NOTE: If you are machine basting, it is important to use directional stitching. If you are using a 5/8" seam, the machine or hand basting should be done at 1/2". See Figure 3.)

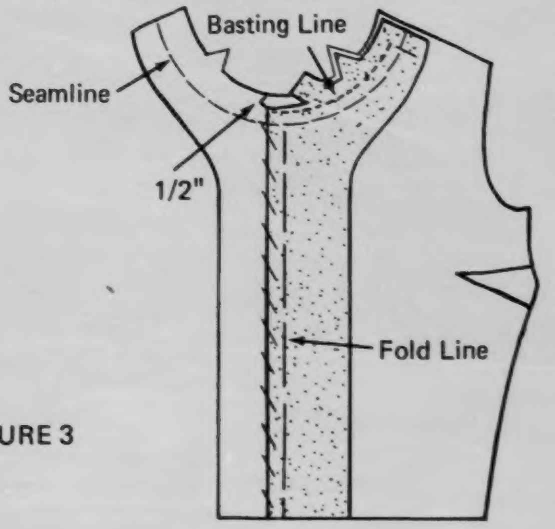


FIGURE 3

JOB SHEET #4

C. Hand stitch interfacing carefully

(NOTE: Catch only a few fabric threads when stitching in areas which might show on outside of garment.)

D. Trim interfacing seam allowances close to stitching

GARMENT CONSTRUCTION
UNIT V

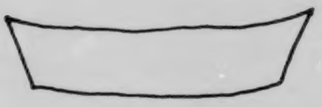
JOB SHEET #5--ATTACH SHIRT COLLAR

I. Materials and equipment

   A. Shirt front, back, and collar

   (NOTE: Shirt parts should be interfaced and marked. Use collar shape as indicated in Figure 1.)

   FIGURE 1



   B. Sewing machine

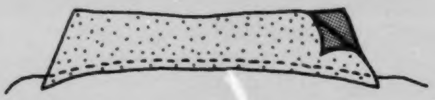
   C. Scissors/shears

II. Procedure

   A. Place collar pieces with right sides together, matching edges

   B. Sew unnotched long side of collar together from end to end (Figure 2)

   FIGURE 2

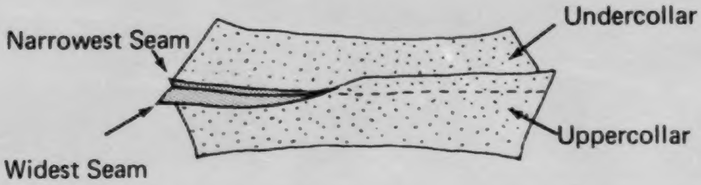


   C. Understitch seam to undercollar

      1. Grade and trim seam if necessary

      (NOTE: The widest seam should be left on the upper collar to be sure that all seams are caught by understitching. See Figure 3.)

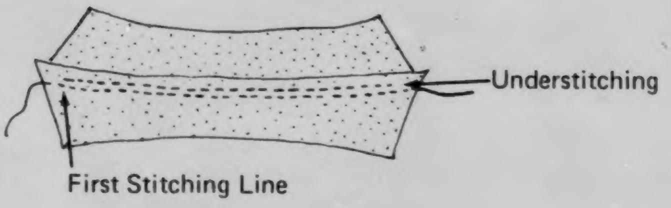
   FIGURE 3



JOB SHEET #5

2. Place all seam allowances toward the undercollar
3. Understitch to within 1" from each end (Figure 4)

FIGURE 4

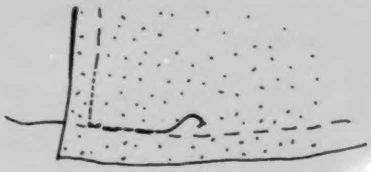


D. Refold collar with right sides together

E. Sew up collar sides, leaving notched edge open

(NOTE: Use diagonal stitch at corner. Then, sew into previous stitching line using short machine stitches. See Figure 5. A diagonal stitch makes a more nicely finished point. It does not take more time.)

FIGURE 5



F. Grade seam allowances

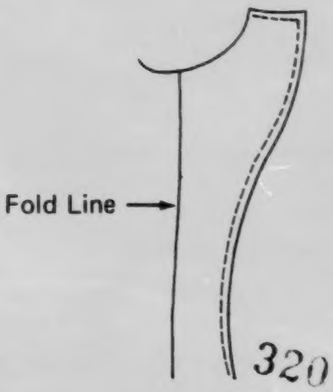
G. Trim corners

H. Turn collar right side out

I. Press

J. Finish facing and shoulder edge if needed (Figure 6)

FIGURE 6



JOB SHEET #5

K. Press

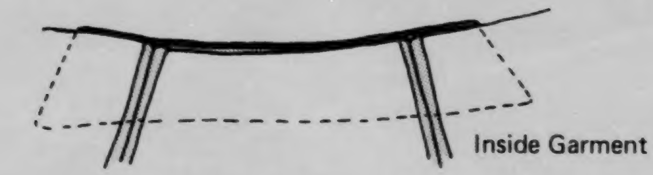
L. Sew shoulder seams of shirt front and back together

M. Press

N. Staystitch and clip neck curve if needed

O. Place undercollar on garment between shoulder seams, right sides together and matching dots and notches (Figure 7)

FIGURE 7

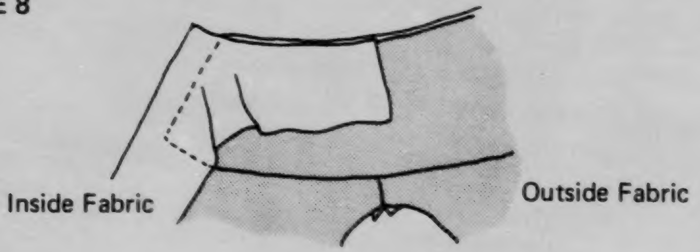


P. Sew undercollar to garment between notches, being careful not to catch upper collar in stitching

Q. Fold facing back along fold line, right sides together

R. Align shirt, facing, and collar edges (Figure 8)

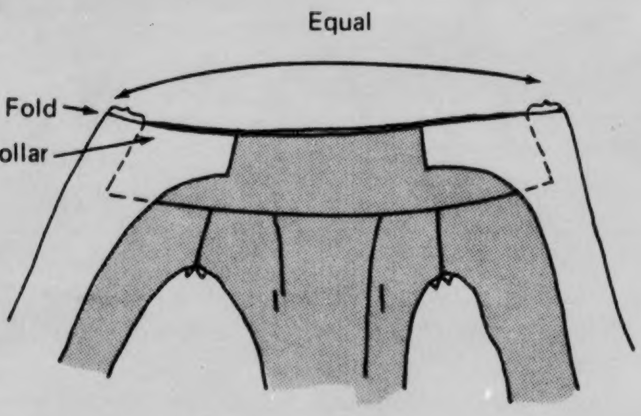
FIGURE 8



JOB SHEET #5

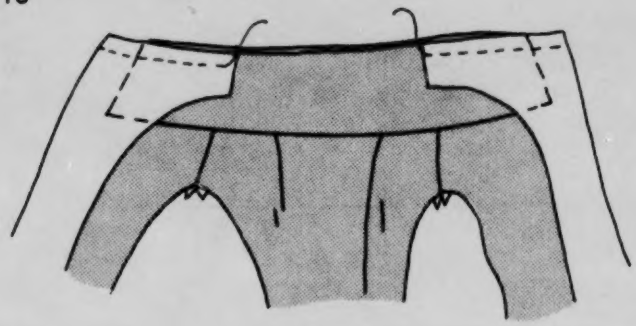
S. Check to see that "fold to collar" distance is the same on each end (Figure 9)

FIGURE 9



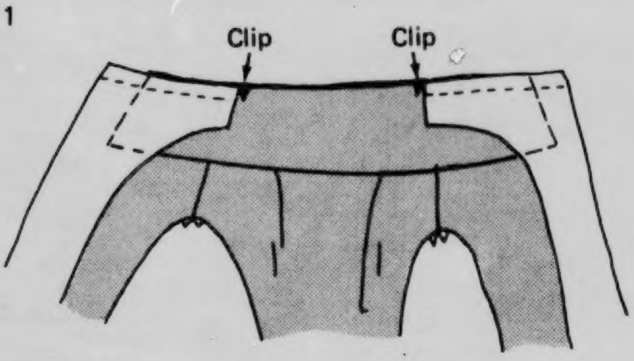
T. Sew from fold to facing edge on each side of collar (Figure 10)

FIGURE 10



U. Clip only upper collar to seamline at facing edge on each side (Figure 11)

FIGURE 11



JOB SHEET #5

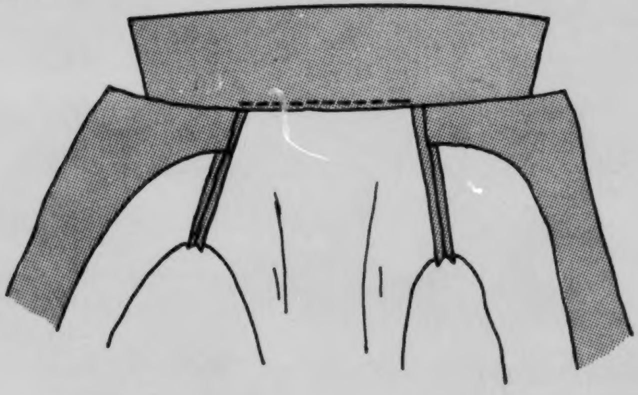
V. Turn facing right side out

W. Fold upper collar to inside at stitching line

X. Machine or hand stitch upper collar between facing edges (Figure 12)

(CAUTION: Be sure raw edges of garment and undercollar are inside collar before stitching.)

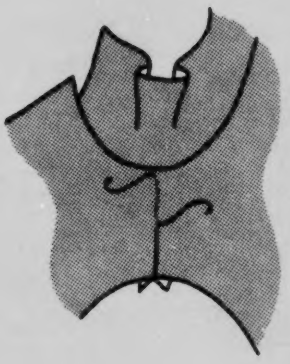
FIGURE 12



Y. Place shoulder facing on shoulder seam

Z. Stitch in the ditch on shoulder seams, catching facing underneath (Figure 13)

FIGURE 13



GARMENT CONSTRUCTION
UNIT V

JOB SHEET #6--SET IN SLEEVES

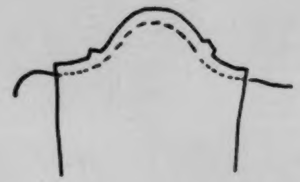
I. Materials and equipment

- A. Sleeve
- B. Remaining bodice pieces
- C. Scissors/shears
- D. Sewing machine
- E. Pins

II. Procedure

- A. Sew shoulder seam
- B. Machine stitch a continuous row of stitching along seamline of sleeve cap (Figure 1)

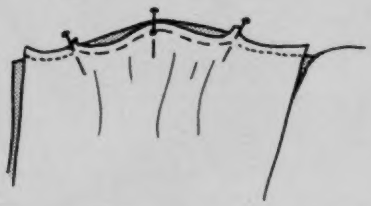
FIGURE 1



  1. Sew with regular stitch from edge to first notch
  2. Sew with basting stitches between notches
  3. Sew with regular stitch from second notch to edge

- C. Pin corresponding notches of sleeve and body together with right sides of fabric together
- D. Pin marked dot symbol to shoulder seam (Figure 2)

FIGURE 2



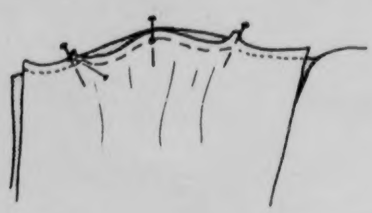
(NOTE: A 1" area centered around the shoulder dot is on the straight grain and does not absorb ease well. Do not plan to use ease in this area.)

JOB SHEET #6

E. Pull easing thread

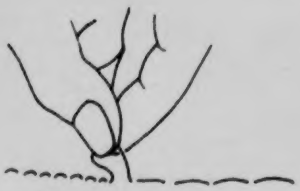
1. Insert pin in first basting stitch under either notch (Figure 3)

FIGURE 3



2. Pull up on pin to form a loop that can be easily handled
3. Pull on end of loop that is connected to the basting stitch (Figure 4)

FIGURE 4



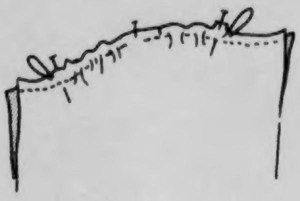
4. Pull only enough ease for one side of the sleeve cap

   (NOTE: How much ease is needed depends upon sleeve cut.)

5. Apply steps 1-4 to other side of sleeve cap

F. Distribute ease evenly between shoulder seam and notches, being careful not to allow much ease in flat area (Figure 5)

FIGURE 5



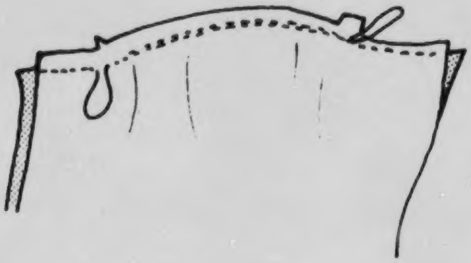
G. Stitch seam starting at one notch, sewing to the other, and holding fabric firmly in place as you sew

H. Remove pins

JOB SHEET #6

I. Check for evenness of ease distribution (Figure 6)

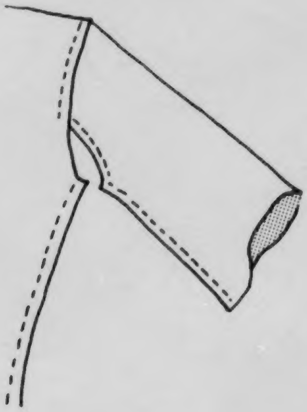
FIGURE 6



J. Stitch underarm seam of sleeve

K. Stitch underarm seam of body (Figure 7)

FIGURE 7



L. Pull sleeve inside the body

(NOTE: The sleeve will be right side out.)

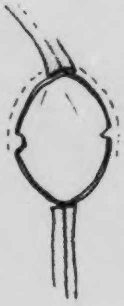
M. Place arm sleeve seam into underarm body seam, matching seamlines

(NOTE: Be sure seam is open if possible.)

JOB SHEET #6

N. Smooth remainder of [illegible]en notches, matching edges of sleeve and armhole (Figure 8)

FIGURE 8



O. Sew from notch to notch along underarm, using stitching on sleeve as a guide

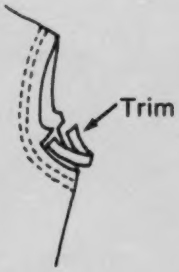
P. Sew another row of stitching 1/4" inside the seam allowance around the total distance of the sleeve

(NOTE: This could be zigzagged.)

Q. Trim underarm seam to second row of stitching from notch to notch (Figure 9)

(NOTE: When garment is finished sleeve seam should fall into the sleeve cap, not the garment body.)

FIGURE 9



(CAUTION: Never clip armhole seam.)

R. Complete sleeve

GARMENT CONSTRUCTION
UNIT V

JOB SHEET #7--MAKE BUTTONHOLES

I. Materials and equipment

- A. Buttons
- B. Garment or garment piece requiring buttonholes
- C. Measuring tape or sewing gauge
- D. Translucent white tape
- E. Strip of paper, 1/4" wide
- F. Pattern piece with buttonhole marking
- G. Pencil
- H. Sewing machine

II. Procedure

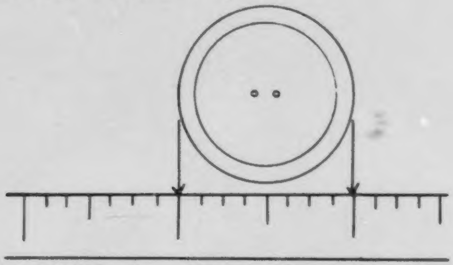
A. Determine size of buttonhole

1. Flat and/or semiround button

(NOTE: These procedures also are followed for shank and sew-through buttons that are not ball-shaped.)

a. Measure diameter of button (Figure 1)

FIGURE 1



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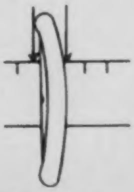
b. Measure thickness of button (Figure 2)

FIGURE 2



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JOB SHEET #7

c. Add measurements together

(NOTE: This measurement will be the length that you make your buttonhole. Unless buttons are quite thick, 1/8" is usually the amount allowed for button thickness.)

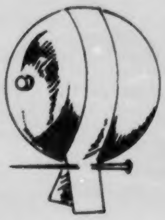
2. Round button

(NOTE: Round buttons might be shank or sew-through.)

a. Wrap paper strip around button

b. Mark with pin where ends meet (Figure 3)

FIGURE 3

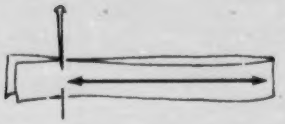


c. Remove button

d. Fold paper strip flat

e. Measure between pin and fold (Figure 4)

FIGURE 4



f. Add this length plus 1/8" to determine buttonhole length

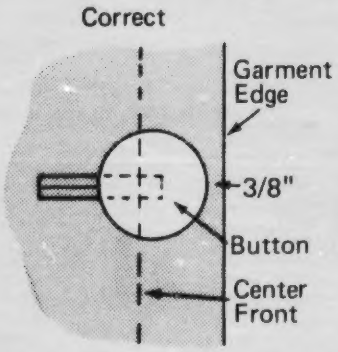
JOB SHEET #7

B. Mark machine buttonholes

1. Decide on buttonhole placement, including how far from the edge they should be

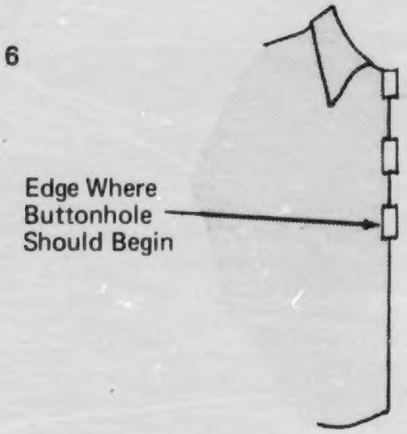
   (NOTE: Evaluate buttonhole markings on pattern pieces before marking on fabric. The needed distance between buttonhole end and closing edge is half of the button's diameter plus 3/8". See Figure 5.)

FIGURE 5


Correct
Garment Edge
3/8"
Button
Center Front

2. Place tape edge where buttonhole should begin (Figure 6)

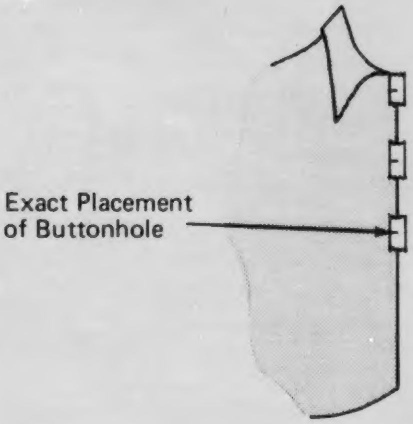
FIGURE 6


Edge Where Buttonhole Should Begin

JOB SHEET #7

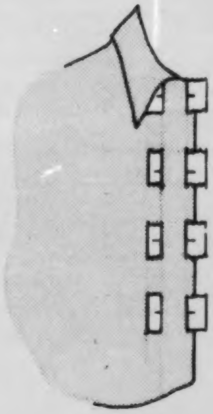
3. Mark exact horizontal placement of buttonhole on tape with pencil (Figure 7)

FIGURE 7



4. Place other piece of tape so it is parallel to and the exact length of buttonhole away from the first piece of tape (Figure 8)

FIGURE 8



5. Mark horizontal buttonhole placement on this tape

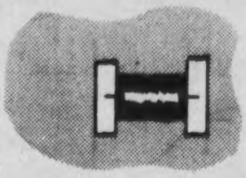
JOB SHEET #7

C. Sew machine buttonholes

1. Sew buttonhole using machine or attachment instructions, centering it between tape and horizontal marks; be careful not to sew into tape (Figure 9)

   (NOTE: Follow specific instructions in your sewing machine manual to sew the buttonhole accurately.)

   FIGURE 9

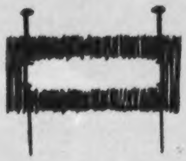
   

2. Carefully pull tape off of garment when buttonholes are complete

3. Place pins at both ends of buttonhole (Figure 10)

   (NOTE: This will help prevent cutting beyond stitching.)

   FIGURE 10

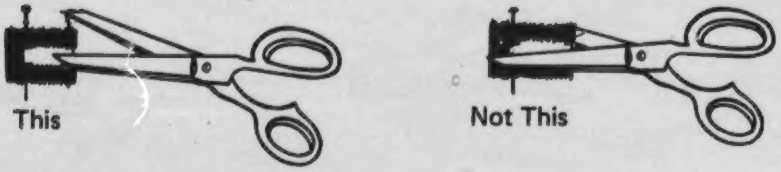
4. Fold buttonhole in half

5. Cut through center of folded buttonhole, being careful not to cut into the buttonhole itself

   (NOTE: Begin cutting the buttonhole using the point of your scissors. This will begin to open the buttonhole.)

   (CAUTION: USE ONLY THE TIP OF THE SCISSORS/SHEARS TO OPEN BUTTONHOLE. See Figure 11.)

FIGURE 11



This

Not This

D. Press

GARMENT CONSTRUCTION
UNIT V

JOB SHEET #8--SEW ON BUTTONS

(NOTE: This job sheet includes procedure for marking button placement.)

I. Materials and equipment

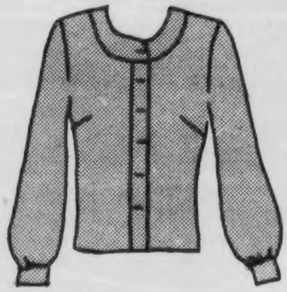
- A. Sewing machine
- B. Presser foot used for sewing on buttons

  (NOTE: This may be a specific presser foot or it may be the general zigzag foot.)
- C. Sew-through buttons, 2
- D. Shank button
- E. Hand-sewing needle
- F. Garment with finished buttonholes
- G. Bobby pin, darning needle, or toothpick

II. Procedure for marking button placement

- A. Place one section of garment over the other, with buttonholes on top (Figure 1)

FIGURE 1

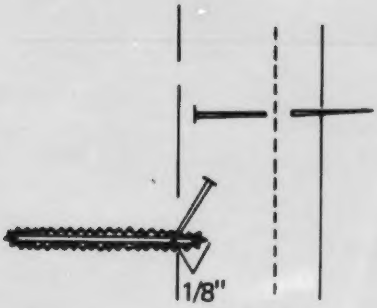


- B. Match center lines
- C. Pin garment sections together

JOB SHEET #8

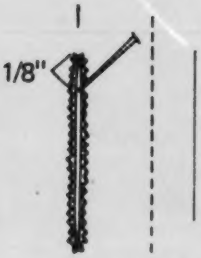
D. Push a pin straight through buttonhole 1/8" from outer end of a horizontal buttonhole or 1/8" from top of vertical buttonhole (Figures 2 and 3)

FIGURE 2



Horizontal Buttonhole

FIGURE 3



Vertical Buttonhole

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E. Mark entry point of pin

(NOTE: This mark indicates center of button.)

III. Procedure for sewing on sew-through button by hand

A. Thread needle

(NOTE: Use single or double thread, depending on fabric. If thread is doubled, be careful to draw it up evenly with each stitch.)

B. Make a small knot at end

C. On right side of garment take one small stitch at button position picking up all thicknesses, but be careful not to let stitch show through facing fabric in a jacket or a coat

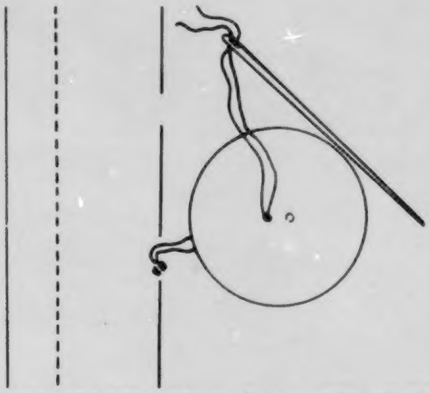
(NOTE: Knot will be covered by button.)

D. Take a second small stitch across the same place

JOB SHEET #8

E. Bring thread up through one hole in button (Figure 4)

FIGURE 4



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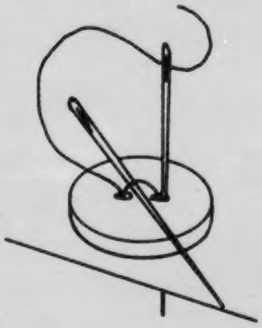
F. Center button over stitch; place a bobby pin, darning needle, or toothpick (depending on length of shank desired) between button and fabric (Figure 5)

FIGURE 5



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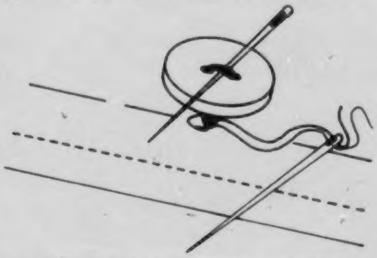
G. Take three or four stitches through each pair of holes

H. Bring needle and thread out between button and fabric (Figure 6)

FIGURE 6



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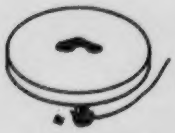
I. Remove bobby pin, darning needle, or toothpick

JOB SHEET #8

J. Wind thread a number of times around the attaching thread to form a shank (Figure 7)

FIGURE 7



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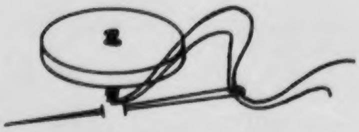
K. Backstitch into fabric to secure thread (Figure 8)

FIGURE 8



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L. Take several small stitches under button, looping thread over needle to form knots

M. Cut thread close to fabric

IV. Procedure for sewing on a sew-through button by machine

A. Lower feeddog or use feeddog cover

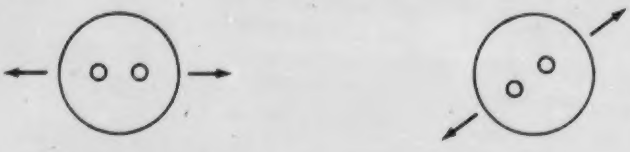
B. Place stitch length at zero

C. Place needle position to the left

D. Slide garment with buttonhole placement mark under the presser foot

E. Place button on mark with holes going from left to right (Figure 9)

FIGURE 9



Correct

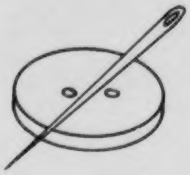
Incorrect

JOB SHEET #8

F. Place darning needle or toothpick between the holes (Figure 10)

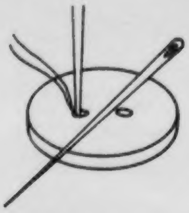
(NOTE: This is necessary only if you desire a shank.)

FIGURE 10



G. Lower needle in left hole of the button (Figure 11)

FIGURE 11



H. Lower the presser foot

(NOTE: When using a button-sewing foot there is usually an indentation in which the darning needle rests.)

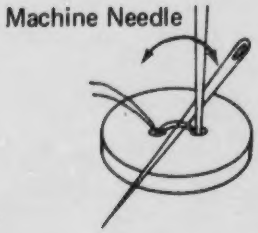
I. Turn hand wheel, taking needle into the highest position

J. Set zigzag at zero and sew 3-4 fastening stitches in left-hand hole

(NOTE: The needle will sew in one place.)

K. Adjust zigzag width so needle will go into right-hand hole (Figure 12)

FIGURE 12



L. Accelerate machine, making several stitches from one hole to the other

(NOTE: Less stitches are needed for lightweight fabrics.)

M. Set zigzag at zero and sew 3-4 fastening stitches back in left-hand hole

JOB SHEET #8

N. Remove needle from work, lift presser foot, and pull garment away from needle area

O. Trim threads

(NOTE: If sewing on a four-eye button, do top first, stopping in top right eye. Reposition button to begin in lower left eye. Complete as above.)

V. Procedure for sewing on a shank button

A. Thread needle

(NOTE: Use single or double thread depending on fabric. If thread is doubled, be careful to draw it up evenly with each stitch.)

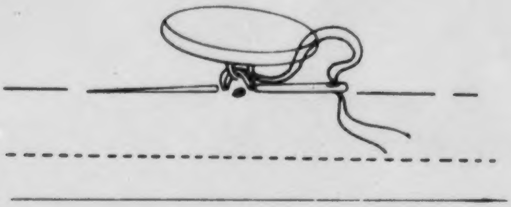
B. Make a small knot at end

C. On right side of garment, take one small stitch at button position picking up all thicknesses, but be careful not to let stitch show through facing fabric in a jacket or a coat

(NOTE: Knot will be covered by button.)

D. Stitch through the shank with small, even stitches (Figure 13)

FIGURE 13



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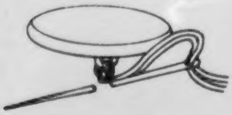
E. Backstitch into the fabric to secure thread (Figure 14)

FIGURE 14



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F. Cut thread close to fabric

GARMENT CONSTRUCTION
UNIT V

JOB SHEET #9--SEW ON FASTENERS

I. Materials and equipment

  A. Hand sewing needle

  B. Thread

  C. Hook and eye

  D. Snap

  E. Scissors/shears

  F. Garment needing fastener

II. Procedure for sewing on hook and eye

(NOTE: Hoods and eyes are used in places where some stress is placed on the closure, such as waistbands and necklines. They are available from size 0 [for lightweight fabrics] to size 3 [for coarse or bulky fabrics]. The round eye is used for edges that just meet; the straight bar is used for overlapping edges.)

  A. Thread needle

  (NOTE: Use single or double thread, depending on fabric. If thread is doubled, be careful to draw it up evenly with each stitch.)

  B. Make a small knot at end

  C. Take one small stitch where first hook will be placed

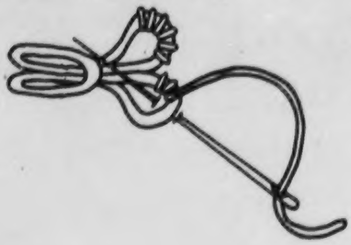
  (NOTE: Knot will be covered by hook.)

  D. Bring needle up through one eyelet for first stitch

  E. Sew hook on using overhand or buttonhole stitch

    1. Overhand stitch--Insert needle diagonally from back, picking up only one or two threads each time (Figure 1)

FIGURE 1

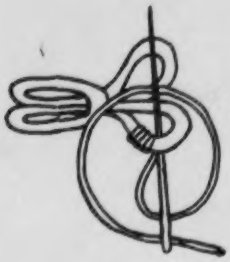


JOB SHEET #9

2. Buttonhole stitch

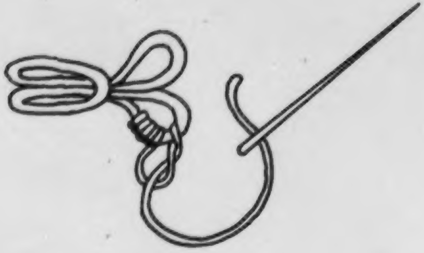
   a. Keep thread under eye and point of needle (Figure 2)

FIGURE 2



   b. Draw up needle so a knot is formed at eye edge (Figure 3)

FIGURE 3



   c. Repeat, keeping stitches and knots even

F. Sew several stitches across the hook end to hold it in place

G. Fasten thread securely, looping thread over needle to form knots

H. Cut thread close to fabric

I. Pin opening together

J. Mark place for eye with a pin on underlay

JOB SHEET #9

K. Sew eye in place by taking small overhand or buttonhole stitches in each eyelet (Figures 4 and 5)

FIGURE 4

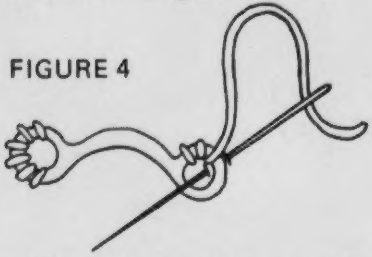
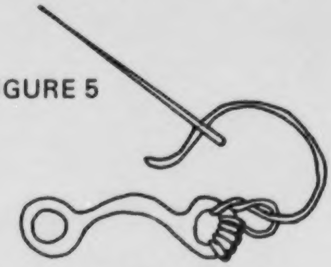


FIGURE 5



L. Fasten thread securely, looping thread over needle to form knots

M. Cut thread near fabric

III. Procedure for sewing on snap

A. Ball half of snap

1. Thread needle

   (NOTE: Use single or doubled thread, depending on fabric. If thread is doubled, be careful to draw it up evenly with each stitch.)

2. Make a small knot at end

3. Take one small stitch where ball half of snap will be positioned

4. Take four or five stitches through each hole using overhand or buttonhole stitches (Figures 6 and 7)

FIGURE 6

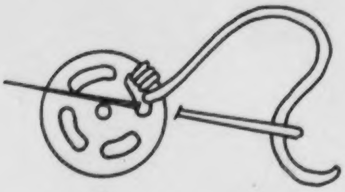
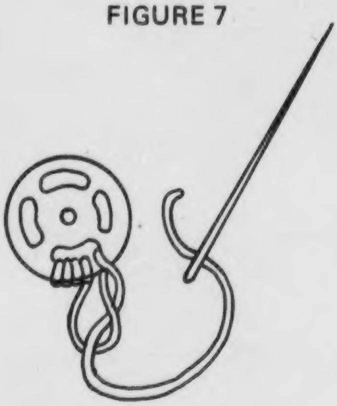


FIGURE 7



5. Fasten thread securely, looping thread over needle to form knots

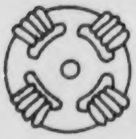
6. Cut thread close to fabric

JOB SHEET #9

B. Socket half of snap

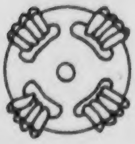
1. Pin opening together
2. Mark center of socket on underlay
3. Thread needle
4. Make a small knot at end
5. Take one small stitch where socket half of snap will be positioned
6. Take four or five stitches through each hole using overhand or buttonhole stitches (Figures 8 and 9)

FIGURE 8



Completed Overhand

FIGURE 9



Completed Buttonhole

7. Fasten thread securely, looping thread over needle to form knots
8. Cut thread close to fabric

GARMENT CONSTRUCTION
UNIT V

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with garment construction to the correct definitions. Write the correct numbers in the blanks provided.

______a. Row of stitching using the longest stitch available on stitch regulator

______b. Piece of fabric that is sewn onto garment and folded to inside to finish edge; sometimes a fold line is used rather than sewing on extra fabric

______c. Process of sewing garment pieces together in a logical and time-saving order

______d. Woven or nonwoven material used inside certain garment parts

______e. Where garment part is to be turned to outside

______f. Pulled or taught area within garment indicating need for alteration

______g. Technique of stitching with grain of fabric to prevent stretching or changing shape of seam area

______h. Row of machine stitching 1/8" from seam line into seam allowance; used on curved or biased edge

1. Interfacing
2. Baste/ease stitching
3. Roll line
4. Stay stitching
5. Facing
6. Unit construction
7. Directional stitching
8. Drag line

2. Match construction techniques to their correct functions. Write the correct numbers in the blanks provided. Functions are continued on the next page.

______a. Prevents abrupt layer differences on inside of garment; helps to make garment look nicer and prevents excess wear on thick seam areas

______b. Adds life to garment by preventing raveling

______c. Cutting V-shaped edges from seam allowance to eliminate bulk and allow seam to lie flat

______d. Helps edges lie flat and keeps facings from rolling to outside of garment

1. Understitching
2. Notching
3. Grading
4. Backstitching/ lock-a-stitching
5. Finishing seams
6. Stay stitching

_____e. Row of stitching that stabilizes curved or bias edges that may stretch

_____f. Keeps seams from coming apart or stitching from coming out

3. Name five functions of interfacing.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

4. Select from the list below guidelines to use when selecting interfacing. Mark each correct answer with an "X."

_____a. Choose weight of interfacing depending upon "look" desired

_____b. Avoid interfacing that is too heavy

_____c. Use two layers of extremely light interfacing

_____d. Do not preshrink interfacing

_____e. Use single layer of interfacing that is lighter than weight of fabric

_____f. Note that fuseable interfacing has no right or wrong side

_____g. Use stretchy interfacing only where stretch in garment is needed

_____h. Use stretchy interfacing in buttonhole area

_____i. Choose interfacing that will adapt to same cleaning procedure as outer garment

_____j. Use varied weights of interfacing in single garment if needed

5. Select from the list below areas of garments which often require interfacing. Mark each correct answer with an "X."

_____a. Skirt side fronts

_____b. Sleeves

_____c. Yokes

_____d. Cuffs

_____e. Waistbands and belts

_____f. Hems

_____g. Pleat and vent areas

______h. Buttonholes and button areas

______i. Bodice

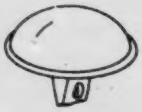
______j. Collars and neck areas

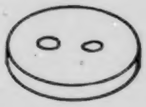
______k. Darts

______l. Pocket flaps

______m. Lapels

6. Label the types of buttons shown in the drawings below.





a. ____________________ b. ____________________

7. Describe characteristics of properly set-in sleeves.

____

____

____

____

____

____

8. Describe characteristics of a well-made collar.

____

____

____

____

____

____

9. Select from the list below practices that assure professional-looking results. Mark each correct answer with an "X."

______a. Use generous amount of interfacing

______b. Clip, trim, notch, and grade seams adequately

______c. Wait to press garment after it's all finished

______d. Choose interfacing of correct weight

______e. Avoid hems that are too deep or too narrow

______f. Clip sleeve allowance

______g. Press at professional dry cleaners when complete

______h. Hand stitch facings securely all around edges

______i. Select notions carefully

______j. Avoid drag line where hem is attached to garment

______k. Coordinate pattern and fabric

10. Demonstrate the ability to:

a. Finish seams.

b. Grade, trim, clip, and notch seam allowances.

c. Understitch garment.

d. Apply interfacing.

e. Attach shirt collar.

f. Set in sleeves.

g. Make buttonholes.

h. Sew on buttons.

i. Sew on fasteners.

(NOTE: If the above activities have not been finished before the test, ask your instructor when they should be completed.)

GARMENT CONSTRUCTION
UNIT V

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 300.)

1. (16 points)

   a. 2
   b. 5
   c. 6
   d. 1
   e. 3
   f. 8
   g. 7
   h. 4

2. (12 points)

   a. 3
   b. 5
   c. 2
   d. 1
   e. 6
   f. 4

3. (5 points)

   Any five of the following:

   a. Maintain shape
   b. Maintain firmness
   c. Provide strength
   d. Prevent stretching
   e. Add body
   f. Give crispness without bulk
   g. Prevent seam allowance ridges from showing through to right sides of heavier fabrics

4. (20 points)

   a, b, c, e, g, i, j

5. (26 points)

   d, e, f, g, h, j, l, m

6. (4 points)

   a. Shank

   b. Sew-through

7. (5 points)

   Description should include:

   a. Has uniform easing

   b. Does not have tucks or gathers unless indicated by sleeve design

   c. Has side seam and underarm seam matched

   d. Lies flat with no pulling

8. (5 points)

   Description should include:

   a. Undercollar or facing does not show

   b. Collar points are even in length and width

   c. Correct weight of interfacing is used so that collar does not look stiff and board-like

   d. Points of collar are pushed out to end of stitching

9. (22 points)

   a, b, d, e, g, i, j

10. Performance skills evaluated to satisfaction of instructor

    a. (15 points)

    b. (20 points)

    c. (10 points)

    d. (10 points)

    e. (30 points)

    f. (30 points)

g. (20 points)

h. (30 points)

i. (20 points)

MEATS
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to select, compare, and prepare meats or foods containing meats. This knowledge will be evidenced by completion of assignment sheets, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with meats to the correct definitions.
2. Name common types of meats.
3. Match the four components of meat to the correct descriptions.
4. Select from a list main nutrients contained in meats.
5. Name factors to consider in the purchase of meats.
6. Match grades of meats to the correct descriptions.
7. List factors to consider when storing meats.
8. Match common cooking methods to the correct descriptions.
9. Name rules to remember in cooking meats.
10. Complete a chart on cooking methods of red meat cuts.
11. Name uses of meats in recipes.
12. Select from a list dietary meat substitutes.
13. Compare costs of available meat forms.
14. Cook a cut of meat.
15. Prepare a recipe containing meat.
16. Demonstrate the ability to:
    a. Compare grades of meat.
    b. Compare cooking methods.
    c. Compare cooking temperatures.

MEATS
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information, assignment, and job sheets.

   C. Make transparencies.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Allow student to complete assignment sheets as part of a foods home experience.

   G. Adapt materials for special needs student.

   H. Demonstrate procedures outlined in job sheets.

   I. Make Concentration game and assist student in playing it with terms and definitions.

   J. Have student select a type of meat and research primary nutrients and calories contained in that meat type.

   K. Write names of tender and less tender cuts of meat on 3 x 5 cards; write *tender* or *less tender* on the back side of the card depending on the cut of meat; have student sort cuts of meats into tender or less tender stacks and check his/her work.

   L. Arrange for a study tour of a meat processing plant to allow student to observe the processing of an animal into the wholesale and retail cuts.

   M. Have student begin a recipe file on meat recipes.

   N. Arrange for student to observe packaging, marketing, and display procedures as well as participate in identifying retail cuts of meat at the meat section of a grocery store.

   O. Demonstrate methods used in cutting up a chicken; encourage student to cut up a chicken and prepare a recipe using chicken as part of a foods home experience.

   P. Have student do special reports on procedures for inspecting and grading meats.

Q. Encourage student to prepare meat or meat dishes as part of a foods home experience.

R. Purchase a beef blade steak or roast to illustrate the four components of meat.

S. Demonstrate tender and less tender cuts by having student get down on "all fours" and "walk" around. Point out areas that are exercised the most and exercised the least. Emphasize that the less tender meat cuts come from the most exercised portion of the animal while the tender meat cuts come from the least exercised portion of the animal.

T. Display a T-bone, round bone, rib bone, wedge bone, and blade bone. List meat cuts containing each bone.

U. Use National Live Stock and Meat Board meat identification slides to assist in teaching objective #10 to complete a chart on meat cooking methods.

V. Encourage student to remove the charts containing cuts of red meats and their cooking methods and place them in the kitchen for easy referral.

W. Allow student to divide into groups letting each group choose and prepare one variety meat. Discuss preparation methods and nutritive value of each variety meat selected.

X. Have student plan meat portion of menus for one month. Allow for creative use of leftovers and include a variety of meat types in the plan.

Y. Emphasize the importance of fish and poultry selection and preparation. These two meat types provide protein at minimal cost and are low in cholesterol.

Z. Supplement unit with *Basic Beef Cookery Teaching Kit* (28-701) from the National Live Stock and Meat Board, 444 North Michigan Avenue, Chicago, Illinois 60611.

AA. Give test.

BB. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Wholesale and Common Retail Cuts of Beef
2. TM 2--Wholesale and Common Retail Cuts of Pork
3. TM 3--Wholesale and Common Retail Cuts of Lamb

D. Assignment sheets

  1. Assignment Sheet #1--Compare Costs of Available Meat Forms

  2. Assignment Sheet #2--Cook a Cut of Meat

  3. Assignment Sheet #3--Prepare a Recipe Containing Meat

E. Job sheets

  1. Job Sheet #1--Compare Grades of Meat

  2. Job Sheet #2--Compare Cooking Methods

  3. Job Sheet #3--Compare Cooking Temperatures

F. Test

G. Answers to test

III. Unit references:

A. Benson, Ann. *Home Economics II: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education, 1973.

B. Bloch, Barbara. *The Meat Board Meat Book.* New York: McGraw-Hill Book Co., 1977.

C. *Meat Evaluation Handbook.* Chicago: National Live Stock and Meat Board, 1973.

D. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Co., 1973.

IV. Slides--"Meat Identification." Available for purchase from the National Live Stock and Meat Board, 444 North Michigan Avenue, Chicago, Illinois 60611.

(NOTE: These slides may also be purchased from the Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.)

MEATS
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Cut--Specific portion of meat

B. Beef--Meat of mature cattle, usually six months of age or more

(NOTE: *Aged beef* refers to beef that has been held during processing at just above freezing for 2-6 weeks to improve tenderness and flavor.)

C. Veal--Meat of immature cattle, usually six months of age or less

(NOTE: Veal cuts resemble beef cuts in shape but are only 1/3 to 1/2 the size and are light pink in color.)

D. Lamb--Meat of sheep less than one year old

E. Mutton--Meat of sheep over one year old

F. Pork--Meat of swine

G. Poultry--Meat of fowl

Examples: Chicken, turkey, duck, quail, pheasant, goose

H. Marbling--Intermingling of fat throughout lean

(NOTE: The more marbling of fat there is in the lean portion, the higher the meat grade will be.)

I. Tender cut--Least exercised portion of the animal usually located along backbone and upper ribs

(NOTE: A dry heat cooking method can be used to prepare tender cuts for eating.)

J. Less tender cut--Most exercised portion of the animal, depending upon animal's age and condition

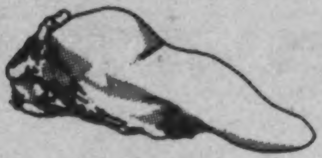
(NOTE: A moist heat cooking method is required to prepare these cuts for eating.)

K. Nutrient--Substance in food that furnishes body fuel, provides materials for the building and/or maintenance of body tissue, and acts to regulate body processes

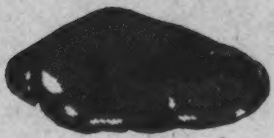
INFORMATION SHEET

L. Variety meat--Edible part of animal other than skeletal muscles; includes various organs and parts

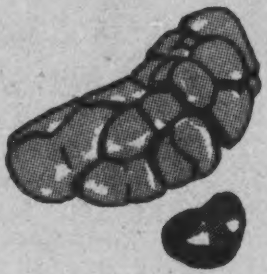
Examples: Tongue, liver, kidney, brain, heart, sweetbread



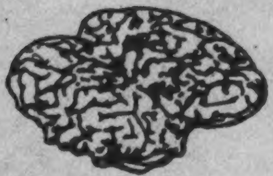
Tongue



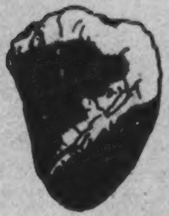
Liver



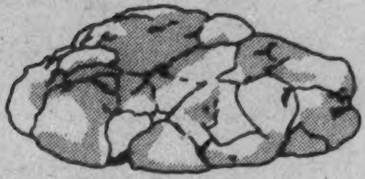
Kidney



Brain



Heart



Sweetbread

M. Grade of meat--Measure of quality of meat

Examples: Prime, choice, good, standard, commercial, utility, cutter, and canner

(NOTE: The tenderness of the lean and connective tissues as well as the amount of marbling and juiciness are considered in grading meat. The two meat grades most commonly available for purchase are *choice* and *good*.)

INFORMATION SHEET

N. Tenderize--Mechanical or enzymatic method used to make meat more tender

Examples: Marinate meat in acidic liquids; break and/or soften the muscle and connective tissues by sprinkling with tenderizing powder or pounding with a meat mallet or cleaver

O. Serving of meat--2 1/2 to 3 ounces of cooked, edible lean meat

II. Common types of meats

A. Beef

B. Pork

C. Veal

D. Lamb

E. Fish

F. Poultry

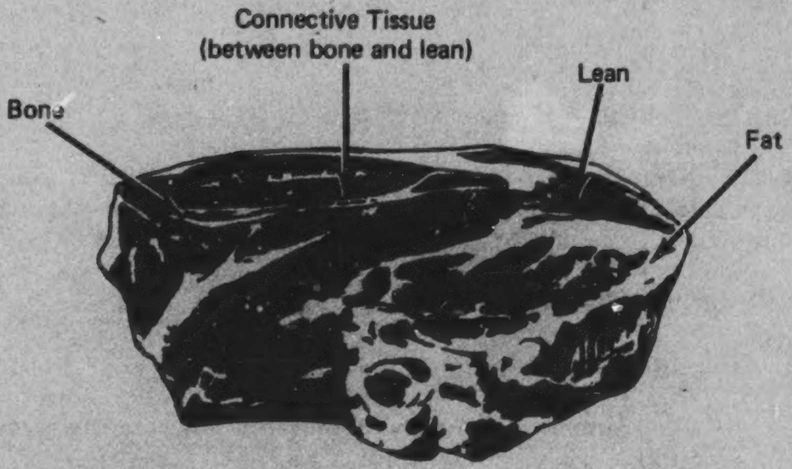
(NOTE: These are the most common types of meats. Beef, pork, veal, and lamb are often called "red meats.")

III. Four components of meat

A. Lean--Muscle fibers which carry vitamins, minerals, and protein

B. Connective tissue--Creamy white, threadlike strands that bind the muscle fibers in little bundles and bind the muscle to the bone

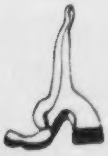
C. Fat--Creamy white tissue that surrounds the carcass of the animals just beneath the skin and is found throughout the lean



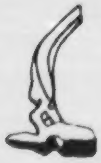
INFORMATION SHEET

D. Bone--Hard calcium tissue found in vertebrates which is used to identify various meat cuts

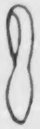
Examples of bones found in red meat cuts:



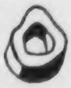
T-Bone



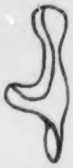
Rib Bone



Wedge Bone



Round Bone



Blade Bone

IV. Main nutrients contained in meats

A. Protein

B. Fats

C. Iron

D. Phosphorus

E. Copper

F. Thiamine (B_1)

G. Riboflavin (B_2)

H. Niacin (B_3)

V. Factors to consider in the purchase of meats

(NOTE: Approximately one-third of every consumer dollar is spent on meats or meat products. These factors should be considered when purchasing any type of meat.)

A. Nutritive value

B. Type of meat

(NOTE: Personal and family preferences influence the type of meat selected.)

INFORMATION SHEET

C. Quality of meat

(NOTE: This includes color, odor, texture of lean and fat, marbling, maturity, and meat grade. The quality of the meat influences the choice of cooking method.)

Example: A lower quality, less expensive, good grade rump roast would normally be cooked by a moist heat method, while a choice grade rump roast could be cooked by a dry heat method

D. Use of meat

(NOTE: Quality, type, and cut of meat will determine the use of meat purchased.)

E. Number of servings from the cut

(NOTE: Purchase 3-4 ounces of boneless meat, 6-8 ounces of meat with medium amounts of bone, or 8-16 ounces of heavily boned meat for each serving.)

F. Cost per serving

G. Total money budgeted for meat or food

H. Proper packaging

(NOTE: Damaged packages or cans should not be purchased.)

I. Storage facilities available

J. Sale items

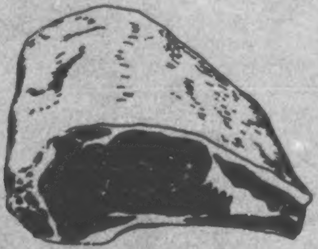
(NOTE: It is sometimes possible to buy larger amounts than are needed and freeze the surplus.)

VI. Grades of meats

(NOTE: The most common grade found at the marketplace is choice grade.)

GRADE	DESCRIPTION
Prime	Fine-grained, firm lean with white connective tissue; much marbling of fat in lean portion

Example:

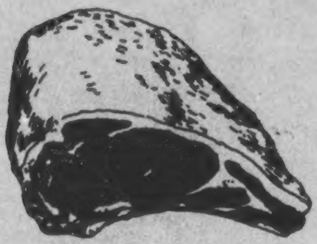


USDA
PRIME

INFORMATION SHEET

Choice Fine-grained, firm lean with white connective tissue; less marbling of fat

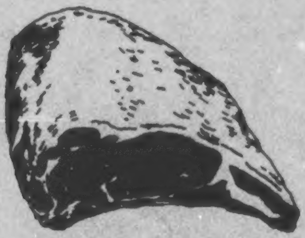
Example:



USDA
CHOICE

Good Coarser-grained lean with creamy white connective tissue; less fat in lean and around it

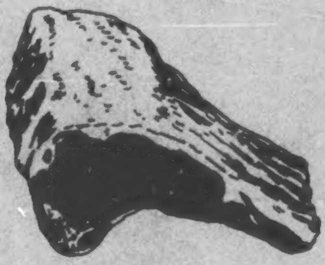
Example:



USDA
GOOD

Standard Darker red color; coarser lean with darker connective tissue; less fat in lean and around it

Example:



USDA
STNDRD

(NOTE: The lower grades of commercial, utility, canner, and cutter are not usually seen on meat counters and are used for processed meat products.)

INFORMATION SHEET

VII. Proper storage of meats

(NOTE: All kinds of meat, including cooked meat, spoil quickly and should be stored carefully.)

A. Refrigerate or freeze fresh meats as soon as possible after purchase

(NOTE: Meat stored in the refrigerator should be placed in the coldest part and used within one or two days. Meat stored in the freezer should be stored at 0° F. or below.)

B. Wrap meats in moisture-resistant material before freezing for longer than a week

(NOTE: It may be necessary to rewrap meat to be stored in the freezer to avoid dehydration or freezer burn.)

C. Follow storage instructions given on labels of processed and canned products

D. Store canned products in a cool, dry place

E. Refrigerate or freeze leftovers promptly

VIII. Common cooking methods

(NOTE: The method selected to cook meat will be influenced by the tenderness of the meat, its size and thickness, the recipe, the cooking facility available, and who is going to eat the meat.)

A. Dry heat methods

(NOTE: These methods are routinely used to cook tender cuts of red meat as well as fish and young poultry.)

1. Roasting--Cooking food uncovered by dry heat, usually in an oven
2. Broiling--Cooking food by direct heat over coals or under an open flame or electric unit
3. Panbroiling--Cooking food uncovered in a fry pan and pouring fat off as it accumulates
4. Frying--Cooking food in fat in an uncovered skillet

(NOTE: This includes pan frying and deep fat frying.)

INFORMATION SHEET

B. Moist heat methods

(NOTE: These methods are routinely used to cook less tender cuts of red meat as well as older poultry.)

1. Braising--Browning food in a small amount of fat and then cooking slowly in a covered utensil

2. Cooking in liquid--Covering food with water and cooking at a simmering temperature in a covered pan

IX. Rules to remember in cooking meats

(NOTE: Meat is cooked to improve flavor, change its color, make it more tender, and destroy harmful organisms. As meat cooks, the protein of the lean coagulates and the protein of the connective tissue is softened.)

A. Tenderize less tender cuts

(NOTE: This can be accomplished by marinating, pounding cut of meat with a mallet or cleaver, or by using a commercial tenderizing powder.)

B. Use correct method of meat cookery

C. Use low cooking temperatures

(NOTE: Low cooking temperatures below 300° F. produce meat that is juicy, tender, and flavorful. Meat shrinks less, fewer nutrients are lost in drippings, and clean-up is easier when low cooking temperatures are used.)

D. Cook meat only until it reaches the desired degree of doneness

(NOTE: Doneness can be tested by using a meat thermometer or by cutting a slit in the meat and noting the color and degree of doneness inside.)

INFORMATION SHEET

X. Cuts of red meats and their cooking methods (Transparencies 1, 2, and 3)

(NOTE: Cooking methods of the various cuts will vary according to quality of meat selected.)

Type of Meat	Wholesale Cut	Retail Cuts	Cooking Method
A. Beef	1. Chuck	chuck roast shoulder roast arm roast blade steak	moist moist moist moist
	2. Rib	rib steak rolled rib roast standing rib roast	dry dry dry
	3. Short loin	T-bone steak porterhouse steak club steak	dry dry dry
	4. Sirloin	sirloin steak	dry or moist
	5. Round	rump roast round steak sirloin tip	dry or moist dry or moist dry or moist
	6. Shank	beef shank stew meat ground beef	dry or moist dry or moist dry
	7. Flank	flank steak	dry
	8. Plate	short ribs plate ground beef	moist moist dry
	9. Foreshank	arm roast beef shank	moist moist
	10. Brisket	corned brisket	moist
(NOTE: Ground beef and stew meat also come from trimmings or other carcass parts.)			
B. Pork	1. Loin	center loin roast sirloin roast loin chop tenderloin rib chop	dry dry dry dry dry
	2. Boston butt	blade steak sausage Boston shoulder roast	dry dry dry or moist
	3. Jowl	bacon sausage jowl	dry dry moist
	4. Picnic	arm roast arm steak picnic ham	dry moist or dry dry

	5. Side	salt pork spare ribs bacon	moist moist dry
	6. Ham	ham (butt half) ham (shank half) ham center slice hock	dry dry dry or moist moist
(NOTE: Sausage also comes from trimmings or other carcass parts.)			
C. Lamb	1. Shoulder	square shoulder blade chop arm chop	dry dry dry or moist
	2. Rack	rib roast rib chop	dry dry
	3. Loin	loin roast loin chop	dry dry
	4. Sirloin	sirloin roast sirloin chop	dry dry
	5. Leg	shank-leg of lamb American leg roast leg steak ground lamb	dry dry dry dry
	6. Breast	breast stuffed breast riblets	dry or moist dry or moist moist
	7. Foreshank	foreshank roast	moist
(NOTE: Ground lamb also comes from trimmings or other carcass parts.)			

INFORMATION SHEET

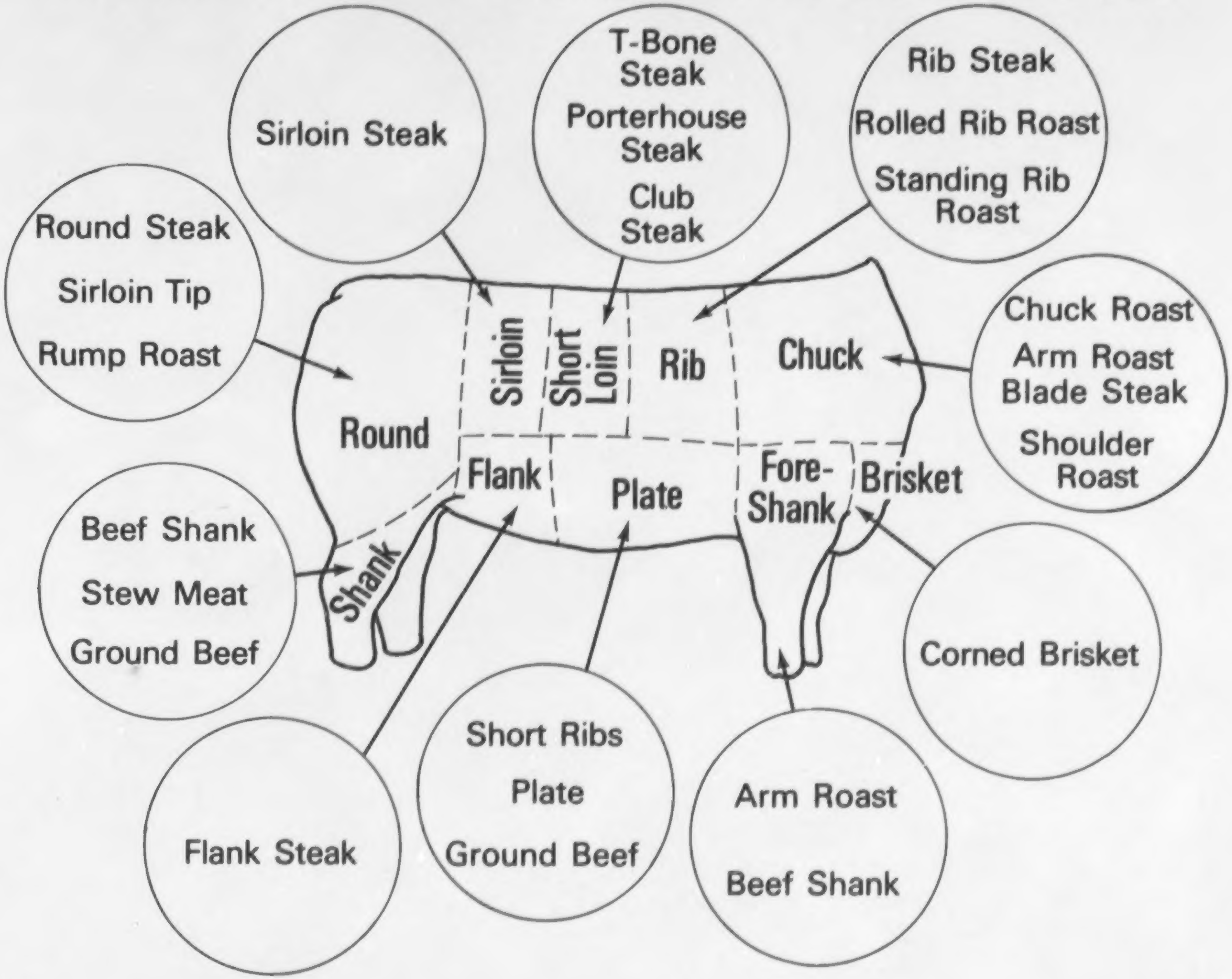
XI. Uses of meats in recipes

- A. Casserole
- B. Pastry
- C. Pizza
- D. Sandwich
- E. Salad
- F. Soup
- G. Sauce
- H. Fondue
- I. Dressing

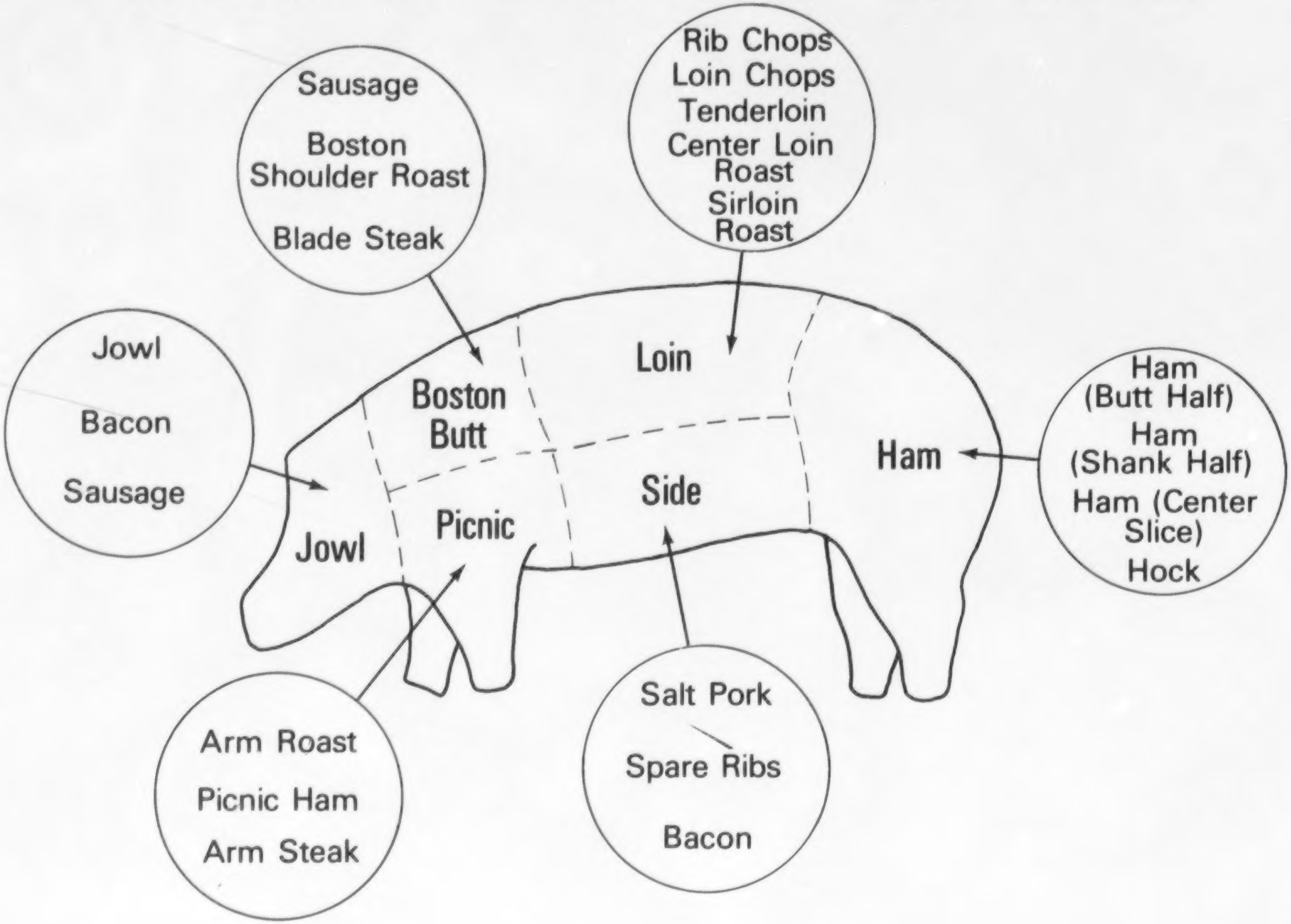
XII. Dietary meat substitutes

- A. Eggs
- B. Cheese
- C. Cottage cheese
- D. Dried beans, peas, or lentils
- E. Peanut butter
- F. Shelled peanuts

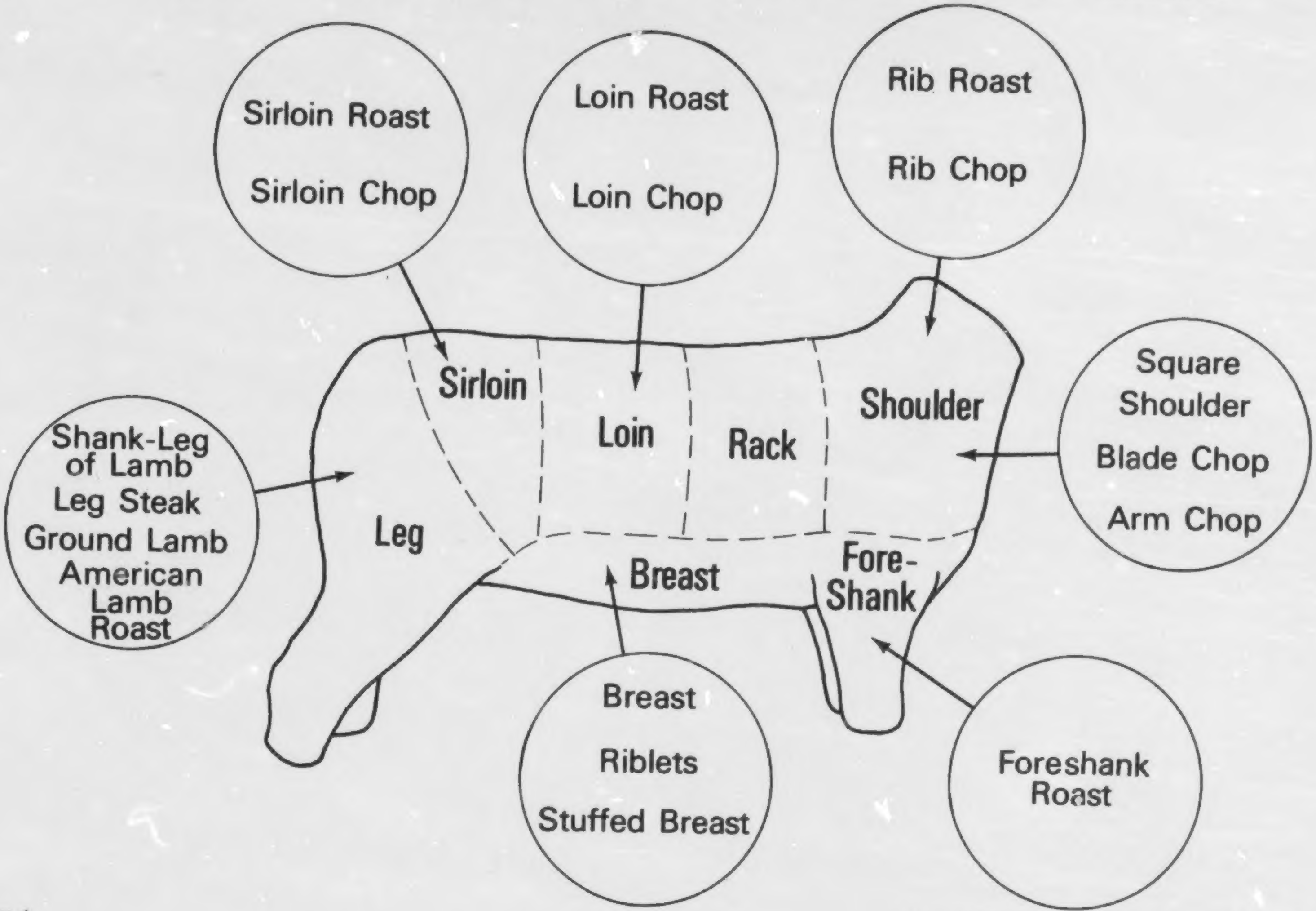
Wholesale and Common Retail Cuts of Beef


Sirloin Steak
T-Bone Steak
Porterhouse Steak
Club Steak
Rib Steak
Rolled Rib Roast
Standing Rib Roast
Round Steak
Sirloin Tip
Rump Roast
Chuck Roast
Arm Roast
Blade Steak
Shoulder Roast
Round
Sirloin
Short Loin
Rib
Chuck
Flank
Plate
Fore-Shank
Brisket
Shank
Beef Shank
Stew Meat
Ground Beef
Corned Brisket
Short Ribs
Plate
Ground Beef
Arm Roast
Beef Shank
Flank Steak

Wholesale and Common Retail Cuts of Pork


Sausage
Boston Shoulder Roast
Blade Steak
Rib Chops
Loin Chops
Tenderloin
Center Loin Roast
Sirloin Roast
Jowl
Bacon
Sausage
Loin
Boston Butt
Ham
Side
Picnic
Jowl
Ham (Butt Half)
Ham (Shank Half)
Ham (Center Slice)
Hock
Arm Roast
Picnic Ham
Arm Steak
Salt Pork
Spare Ribs
Bacon

Wholesale and Common Retail Cuts of Lamb


Sirloin
Loin
Rack
Shoulder
Leg
Breast
Fore-Shank

Sirloin Roast
Sirloin Chop

Loin Roast
Loin Chop

Rib Roast
Rib Chop

Square Shoulder
Blade Chop
Arm Chop

Shank-Leg of Lamb
Leg Steak
Ground Lamb
American Lamb Roast

Breast
Riblets
Stuffed Breast

Foreshank Roast

MEATS
UNIT I

ASSIGNMENT SHEET #1--COMPARE COSTS OF AVAILABLE MEAT FORMS

NAME ______________________________ SCORE ______________

(NOTE: Meat prices will vary according to the season of the year as well as the seasonal supply.)

Meats, meat substitutes, and foods containing meats are responsible for the consumer spending at least 1/3 of each food dollar at the supermarket. In order that the consumer get the most for her/his money, it is essential to compare prices of different meat forms.

Complete the following assignment by visiting a local supermarket or using advertisements or other available resources.

MEAT TYPE	FORM	SIZE	TOTAL PRICE	PRICE PER POUND
Chicken	Fresh whole			
	Fresh parts			
	Frozen			
	Precooked frozen			
	Frozen battered			
	Canned			
	Prepared food containing chicken			
	(other)			
	(other)			

ASSIGNMENT SHEET #1

MEAT TYPE	FORM	SIZE	TOTAL PRICE	PRICE PER POUND
Pork sausage	Fresh			
	Link			
	Frozen patties			
	Precooked			
	Bulk, plastic wrapped			
	Prepared food containing sausage			
	(other)			
	(other)			
Shrimp	Fresh			
	Frozen			
	Frozen battered			
	Canned			
	Prepared food containing shrimp			
	(other)			
	(other)			

ASSIGNMENT SHEET #1

MEAT TYPE	FORM	SIZE	TOTAL PRICE	PRICE PER POUND
Beef round steak	Fresh			
	Frozen			
	Frozen battered			
	Prepared food containing beef round steak			
	(other)			
	(other)			

1. Considering information obtained from the chart, which form of each meat type was the least expensive per pound?

   a. Chicken ____________________

   b. Pork sausage ____________________

   c. Shrimp ____________________

   d. Beef round steak ____________________

2. Which meat forms were the most expensive per pound?

   a. Chicken ____________________

   b. Pork sausage ____________________

   c. Shrimp ____________________

   d. Beef round steak ____________________

3. From which one meat form would you most likely get the most servings per pound?

   ____

   ____

MEATS
UNIT I

ASSIGNMENT SHEET #2--COOK A CUT OF MEAT

NAME ______________________________ SCORE ______________

Select a cut of meat to be roasted, broiled, panbroiled, fried, braised, or cooked in liquid. List the cut of meat selected and the recipe or cooking instructions to be used with the selected meat cut. Complete the time-work plan on the back of this assignment sheet. Cook the cut of meat according to your time-work plan.

This Recipe is for ______________________________

Ingredients

______________ ______________
______________ ______________
______________ ______________
______________ ______________
______________ ______________

Preparation Instructions: ______________________________

____
____
____
____
____
____
____

ASSIGNMENT SHEET #2

TIME-WORK PLAN

Name ______________________

Food to be Prepared: ____________________

Kitchen ______________________

Food Supplies Needed:

Utensils Needed:

Order of Work	Time in Minutes
1.	
2.	
3.	
4.	
5.	
6.	
7.	

MEATS
UNIT I

ASSIGNMENT SHEET #3--PREPARE A RECIPE CONTAINING MEAT

NAME ________________________ SCORE ____________

Select a recipe that contains meat. Use the following space to copy the recipe and preparation instructions. Complete the time-work plan on the back of this assignment sheet. Prepare meat recipe according to time-work plan.

Examples of recipes containing meat: Casserole, pastry, pizza, sandwich, salad, soup, sauce, fondue, dressing

This Recipe is for ________________________

Ingredients

____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

Preparation Instructions: ________________________

____

____

____

____

____

____

____

ASSIGNMENT SHEET #3

TIME-WORK PLAN

Name ______________________

Food to be Prepared: ______________________

Kitchen ______________________

Food Supplies Needed:

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Utensils Needed:

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Order of Work	Time in Minutes
1.	
2.	
3.	
4.	
5.	
6.	
7.	

MEATS
UNIT I

JOB SHEET #1--COMPARE GRADES OF MEAT

I. Equipment and supplies needed

A. Skillets, 2 of the same type and size

B. Glass measuring cups, 2

C. Kitchen scales

(NOTE: Scales located in the science department may be used.)

D. Range

E. Spatula

F. Plates, 2

G. Ground beef, 4 ounces

H. Ground chuck, 4 ounces

(NOTE: If more than two grades of ground beef are available, they may be used with the same instructions.)

I. Strips of paper, 2

(NOTE: The paper strips will be used to label the patties according to the grade of meat.)

II. Procedure

A. Make one patty from each of the two grades of ground beef

B. Weigh each patty using the kitchen scales

(NOTE: Each patty should weigh the same. If they do not, make adjustments.)

C. Preheat two skillets to the same temperature or range setting

D. Place one patty in each skillet

E. Cook patties until done, turning with spatula as needed

(NOTE: Both patties should be cooked for the same length of time.)

F. Remove meat patties from skillets

G. Weigh each meat patty

JOB SHEET #1

H. Record weights

I. Place meat patties on plate

J. Label each patty

K. Pour fat and drippings from each skillet into measuring cups

L. Record measurements

M. Display meat patties with the corresponding measuring cup containing fat and drippings

N. Evaluate grades of meat

(NOTE: Consider the differences observed between the two grades.)

MEATS
UNIT I

JOB SHEET #2--COMPARE COOKING METHODS

I. Equipment and supplies

- A. Skillets, 2
- B. Range
- C. Broiler pan for range
- D. Spatula
- E. Plates, 3
- F. Ground beef, 12 ounces
- G. Fat, 2 tablespoons
- H. Kitchen scales
- I. Strips of paper, 3

  (NOTE: These will be used to label plates according to the cooking method used.)

II. Procedure

- A. Make three 4-ounce patties from the ground beef
- B. Weigh each patty using the kitchen scales

  (NOTE: Each patty should weigh the same. If they do not, make adjustments.)

- C. Fry one patty
  1. Preheat skillet
  2. Place fat in skillet and allow it to melt
  3. Place one patty in skillet
  4. Cook until done, turning with spatula as needed
  5. Weigh cooked patty
  6. Place on plate for display
  7. Label plate FRYING

JOB SHEET #2

D. Panbroil one patty
    1. Preheat skillet
    2. Place one patty in skillet
    3. Cook until done, turning with spatula as needed
    4. Weigh cooked patty
    5. Place on plate for display
    6. Label plate PANBROILING

E. Broil one patty
    1. Preheat oven to broiling temperature
    2. Place one patty on broiler pan
    3. Cook until done, turning with spatula as needed
    4. Weigh cooked patty
    5. Place on plate for display
    6. Label plate BROILING

F. Compare the meat patties for flavor, appearance, and size to draw conclusions about each of the cooking methods

MEATS
UNIT I

JOB SHEET #3 COMPARE COOKING TEMPERATURES

I. Equipment and supplies

- A. Skillets, 2 of the same type and size
- B. Glass measuring cups, 2
- C. Kitchen scales
- D. Range
- E. Spatula
- F. Plates, 2
- G. Ground beef, 8 ounces
- H. Strips of paper, 2

(NOTE: The strips will be used to label the patties according to cooking temperature.)

II. Procedure

- A. Make two patties from the ground beef
- B. Weigh each patty to be sure they are the same weight
- C. Preheat one skillet to a low or moderate temperature or range setting
- D. Preheat other skillet to a high temperature or range setting
- E. Place one patty in each skillet
- F. Cook until done, turning with spatula as needed

  (NOTE: The patty cooked at high temperature should be done earlier than the other patty.)
- G. Pour fat and drippings from each skillet into measuring cups
- H. Weigh each meat patty
- I. Place each meat patty on a plate
- J. Label each patty
- K. Display each meat patty with the corresponding measuring cup containing fat and drippings

JOB SHEET #3

L. Compare the two meat patties for weight, size, tenderness, and moisture and make recommendations concerning use of cooking temperatures

MEATS
UNIT I

TEST

NAME ______________________________ SCORE ______________

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. Mechanical or enzymatic method used to make meat more tender

_____b. Meat of fowl

_____c. Meat of sheep less than one year old

_____d. Substance in food that furnishes body fuel, provides materials for the building and/or maintenance of body tissue, and acts to regulate body processes

_____e. Specific portion of meat

_____f. 2 1/2 to 3 ounces of cooked, edible lean meat

_____g. Least exercised portion of the animal usually located along backbone and upper ribs

_____h. Meat of immature cattle, usually six months of age or less

_____i. Measure of quality of meat

_____j. Meat of mature cattle, usually six months of age or more

_____k. Edible part of animal other than skeletal muscles; includes various organs and parts

_____l. Meat of sheep over one year old

_____m. Most exercised portion of the animal, depending upon animal's age and condition

_____n. Meat of swine

_____o. Intermingling of fat throughout lean

1. Cut
2. Tender cut
3. Nutrient
4. Beef
5. Grade of meat
6. Lamb
7. Serving of meat
8. Less tender cut
9. Marbling
10. Pork
11. Tenderize
12. Veal
13. Mutton
14. Poultry
15. Variety meat

2. Name six types of meats.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

3. Match the four components of meat on the right to the correct descriptions by placing the appropriate numbers in the blanks provided.

_____a. Muscle fibers which carry vitamins, minerals, and protein	1. Fat
_____b. Creamy white, threadlike strands that bind the muscle fibers in little bundles and bind the muscle to the bone	2. Lean
_____c. Hard calcium tissue found in vertebrates which is used to identify various meat cuts	3. Bone
_____d. Creamy white tissue that surrounds the carcass of the animals just beneath the skin and is found throughout the lean	4. Connective tissue

4. Select from the list below the main nutrients contained in meats by placing an "X" in the appropriate blanks.

_____a. Protein

_____b. Vitamin D

_____c. Thiamine

_____d. Fats

_____e. Iron

_____f. Phosphorus

_____g. Copper

_____h. Calcium

_____i. Niacin

_____j. Riboflavin

5. Name five factors to consider in the purchase of meats.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

6. Match the grades of meat on the right to the correct descriptions by placing the appropriate numbers in the blanks provided.

_____a. Fine-grained, firm lean with white connective tissue; less marbling of fat

_____b. Fine-grained, firm lean with white connective tissue; much marbling of fat in lean portion

_____c. Darker red color; coarser lean with darker connective tissue; less fat in lean and around it

_____d. Coarser-grained lean with creamy white connective tissue; less fat in lean and around it

1. Good
2. Choice
3. Prime
4. Standard

7. List three factors to consider when storing meats.

a. ______________________________

b. ______________________________

c. ______________________________

8. Match the common cooking methods on the right to the correct descriptions by placing the appropriate numbers in the blanks provided.

_____a. Covering food with water and cooking at a simmering temperature in a covered pan

_____b. Cooking food uncovered in a fry pan and pouring fat off as it accumulates

_____c. Cooking food uncovered by dry heat, usually in an oven

_____d. Browning food in a small amount of fat and then cooking slowly in a covered utensil

1. Roasting
2. Braising
3. Panbroiling
4. Cooking in liquid
5. Frying
6. Broiling

_____e. Cooking food in fat in an uncovered skillet

_____f. Cooking food by direct heat over coals or under an open flame or electric unit

9. Name three rules to remember in cooking meats.

a. ______________________________

b. ______________________________

c. ______________________________

10. Complete the following charts on cooking methods for red meat cuts by filling in the blanks with "M" for moist heat cooking method, "D" for dry heat cooking method, or "DM" for cuts of meat that could be prepared by either method.

Type of Meat	Wholesale Cut	Retail Cuts	Cooking Method
Beef	Chuck	chuck roast	a. ________
		shoulder roast	moist
		arm roast	moist
		blade steak	moist
	Rib	rib steak	b. ________
		rolled rib roast	dry
		standing rib roast	dry
	Short loin	T-bone steak	dry
		porterhouse steak	dry
		club steak	dry
	Sirloin	sirloin steak	c. ________
	Round	rump roast	dry or moist
		round steak	dry or moist
		sirloin tip	dry or moist
	Shank	beef shank	dry or moist
		stew meat	d. ________
		ground beef	dry
	Flank	flank steak	dry
	Plate	short ribs	e. ________
		plate	moist
		ground beef	dry

Type of Meat	Wholesale Cuts	Retail Cuts	Cooking Method
Beef (Cont'd)	Foreshank	arm roast	moist
		beef shank	moist
	Brisket	corned brisket	moist
Pork	Loin	center loin roast	dry
		sirloin roast	dry
		loin chop	dry
		tenderloin	dry
		rib chop	f. ________
	Boston butt	blade steak	dry
		sausage	dry
		Boston shoulder roast	g. ________
	Jowl	bacon	dry
		sausage	dry
		jowl	moist
	Picnic	arm roast	dry
		arm steak	moist or dry
		picnic ham	dry
	Side	salt pork	moist
		spare ribs	moist
		bacon	dry
	Ham	ham (butt half)	h. ________
		ham (shank half)	dry
		ham center slice	dry or moist
		hock	moist
Lamb	Shoulder	square shoulder	dry
		blade chop	dry
		arm chop	dry or moist
	Rack	rib roast	dry
		rib chop	dry
	Loin	loin roast	dry
		loin chop	i. ________
	Sirloin	sirloin roast	dry
		sirloin chop	dry
	Leg	shank-leg of lamb	dry
		American leg roast	j. ________
		leg steak	dry
		ground lamb	dry
	Breast	breast	dry or moist
		stuffed breast	dry or moist
		riblets	moist
	Foreshank	foreshank roast	moist

11. Name five uses of meats in recipes.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

    e. ______________________________

12. Select from the list below dietary meat substitutes by placing an "X" in the appropriate blanks.

_______a. Green beans

_______b. Peanut butter

_______c. Cottage cheese

_______d. Corn

_______e. Eggs

_______f. Mushrooms

_______g. Shelled peanuts

_______h. Cheese

_______i. Dried beans

13. Compare costs of available meat forms.

14. Cook a cut of meat.

15. Prepare a recipe containing meat.

16. Demonstrate the ability to:

    a. Compare grades of meat.

    b. Compare cooking methods.

    c. Compare cooking temperatures.

(NOTE: If activities 13-16 have not been accomplished prior to the test, ask your instructor when they should be completed.)

MEATS
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (15 points)

   a. 11
   b. 14
   c. 6
   d. 3
   e. 1
   f. 7
   g. 2
   h. 12
   i. 5
   j. 4
   k. 15
   l. 13
   m. 8
   n. 10
   o. 9

2. (6 points)

   a. Beef
   b. Pork
   c. Veal
   d. Lamb
   e. Fish
   f. Poultry

3. (4 points)

   a. 2
   b. 4
   c. 3
   d. 1

4. (10 points)

   a, c, d, e, f, g, i, j

5. (5 points)

   Any five of the following:

   a. Nutritive value
   b. Type of meat
   c. Quality of meat
   d. Use of meat
   e. Number of servings from the cut
   f. Cost per serving
   g. Total money budgeted for meat or food
   h. Proper packaging
   i. Storage facilities available
   j. Sale items

6. (4 points)

   a. 2
   b. 3
   c. 4
   d. 1

7. (3 points)

   Any three of the following:

   a. Refrigerate or freeze fresh meats as soon as possible after purchase
   b. Wrap meats in moisture-resistant material before freezing for longer than a week
   c. Follow storage instructions given on labels of processed and canned products
   d. Store canned products in a cool, dry place
   e. Refrigerate or freeze leftovers promptly

8. (6 points)

   a. 4

   b. 3

   c. 1

   d. 2

   e. 5

   f. 6

9. (3 points)

   Any three of the following:

   a. Tenderize less tender cuts

   b. Use correct method of meat cookery

   c. Use low cooking temperatures

   d. Cook meat only until it reaches the desired degree of doneness

10. (10 points)

   a. M

   b. D

   c. DM

   d. DM

   e. M

   f. D

   g. DM

   h. D

   i. D

   j. D

11. (5 points)

   Any five of the following:

   a. Casserole

   b. Pastry

   c. Pizza

   d. Sandwich

   e. Salad

   f. Soup

   g. Sauce

   h. Fondue

   i. Dressing

12. (9 points)

    b, c, e, g, h, i

13. Evaluated to the satisfaction of the instructor (20 points)

14. Evaluated to the satisfaction of the instructor (20 points)

15. Evaluated to the satisfaction of the instructor (20 points)

16. Performance skills evaluated to the satisfaction of the instructor

    a. (20 points)

    b. (20 points)

    c. (20 points)

PASTRY
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to prepare and evaluate pastry and pastry products. This knowledge will be evidenced by completion of assignment sheets, job sheets, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with pastry to the correct definitions.
2. Identify equipment used in making pastry.
3. Match the four basic ingredients used in making plain pastry dough to their correct functions.
4. Select from a list main nutrients contained in pastry dough.
5. Select from a list desirable characteristics of pastry.
6. Match unsatisfactory characteristics of pastry to their causes.
7. Name uses of pastry in recipes.
8. Compare costs of available pastry forms.
9. Complete a time-work plan for one- or two-crust pie recipe(s).
10. Prepare a variety pastry product.
11. Evaluate pastry product.
12. Demonstrate the ability to:
    a. Prepare pastry dough for a one- or two-crust pie.
    b. Roll out pastry dough.
    c. Make a one-crust or two-crust pie.

PASTRY
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information, assignment, and job sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Demonstrate and discuss procedures outlined in the job sheets.

F. Organize a display of equipment used in making pastry and discuss use of each piece of equipment.

G. Perform experiment illustrating what happens when pastry dough is over-handled.

Prepare one recipe of pastry dough. Divide dough into six small balls. Roll out one dough ball 1/8" thick. Cut strip 1" by 5" and place on cookie sheet. Knead remaining dough balls, one for 30 seconds, one for 1 minute, one for 1 1/2 minutes, and one for 2 minutes. Roll out each dough ball 1/8" thick. Cut into 1" by 5" strips and place on cookie sheet. Record amount of time each strip was kneaded. Bake until golden brown. Compare results.

H. Use pastry dough to prepare variety pastry products such as tarts, turnovers, and pastry appetizers

I. Arrange for students to visit local supermarket to complete Assignment Sheet #1 to compare costs of available pastry forms.

J. Use Assignment Sheet #2 with Job Sheets #1, #2, and #3 to complete a time-work plan.

K. Have student practice making different fluted edges using modeling clay and pastry equipment.

(NOTE: Roll clay into long roll and place on pie pan rim. Clay can be used to practice many different edges.)

L. Allow student to practice different lattice tops using paper strips or modeling clay that has been rolled out flat and cut into strips.

M. Suggest that student use pastry dough prepared in Job Sheet #1 to complete Job Sheets #2 and #3 to roll out pastry dough and make a one-crust or two-crust pie.

N. Allow student to complete Assignment Sheets #1 and #3 as part of a foods home experience.

O. Demonstrate techniques in preparing and cooking a meringue for a cream pie.

P. Provide student with selected recipes or cookbooks to assist in completing Assignment Sheets #2 and #3 to select a filling recipe for a one-crust or two-crust pie as well as a variety pastry product recipe.

Q. Duplicate Assignment Sheet #4 and use with Assignment Sheet #3 to evaluate pastry.

R. Have student compare quality of convenience pastry products with homemade pastry products.

S. Have student select a pastry product and research primary nutrients and calories contained in that pastry product.

T. Have student begin a recipe file on pastry recipes.

U. Encourage student to prepare pastry and pastry products as part of a foods home experience.

V. Adapt materials for special needs student.

W. Allow student to serve as an assistant to partner during completion of Job Sheet #3 to insure project completion within class period.

X. Allow students to visit bakery to observe pastry being prepared commercially and to observe career opportunities available.

Y. Allow student to use a pepper shaker to sprinkle water on flour mixture when making pastry.

Z. Give test.

AA. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Compare Costs of Available Pastry Forms
2. Assignment Sheet #2--Complete a Time-Work Plan for One- or Two-Crust Pie Recipe(s)

   3. Assignment Sheet #3--Prepare a Variety Pastry Product
   4. Assignment Sheet #4--Evaluate Pastry Product

D. Job sheets

   1. Job Sheet #1--Prepare Pastry Dough for a One- or Two-Crust Pie
   2. Job Sheet #2--Roll Out Pastry Dough
   3. Job Sheet #3--Make a One-Crust or Two-Crust Pie

E. Test

F. Answers to test

III. Unit references:

A. Benson, Ann. *Home Economics II Curriculum Guide.* Stillwater: Oklahoma State Department of Vocational and Technical Education, 1973.

B. *Easy as Pie.* Minneapolis, Minnesota: General Mills, n.d.

(NOTE: This is one in a series of learning aids from the Betty Crocker Kitchens. The set includes filmstrip, narration guide, and student booklet.)

C. Betty Crocker. *Pie and Pastry Cookbook.* New York: Golden Press, 1968.

D. Vail, Gladys E. et al. *Foods: An Introductory College Course.* 5th ed. Boston: Houghton Mifflin Co., 1967.

E. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Co., 1977.

PASTRY
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Pastry--Baked product made from dough rich in fat

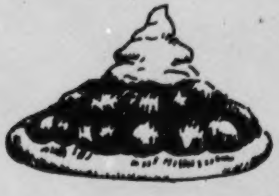
Examples: Pie, tart, turnover, cobbler

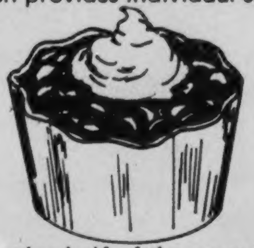
B. Pie--Baked product that often utilizes pastry dough as a bottom and/or top crust

Examples: Meat, custard, fruit, cream

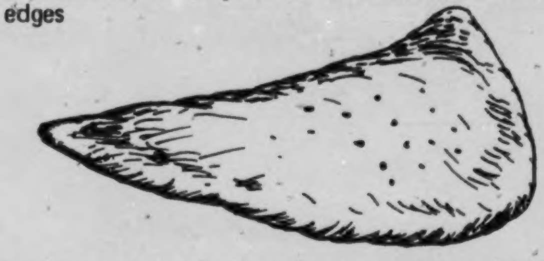
C. Cobbler--Deep dish fruit pastry that has a thick top crust

D. Tart--One- or two-crust pastry which provides individual serving



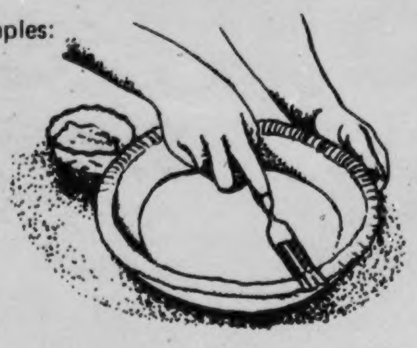


E. Turnover--Filled pastry made by turning half of the crust over onto the other half and sealing the edges

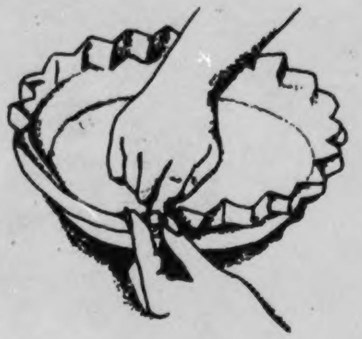


F. Fluted edge--Standing rim around the edge of a pastry crust which provides attractiveness, prevents spillage, and prevents shrinkage

Examples:

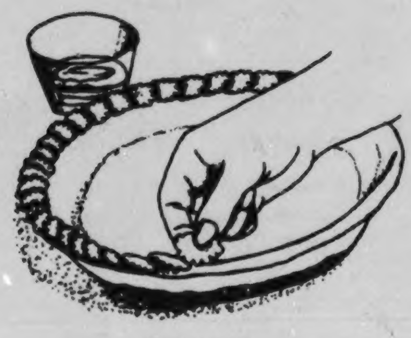


Fork

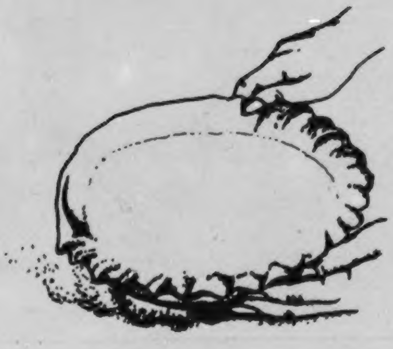


Pinch

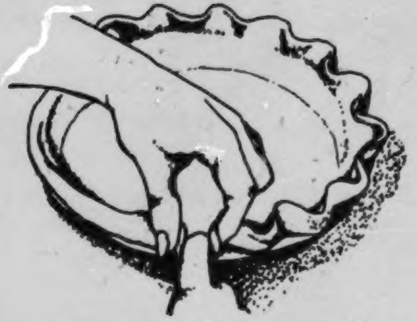
INFORMATION SHEET



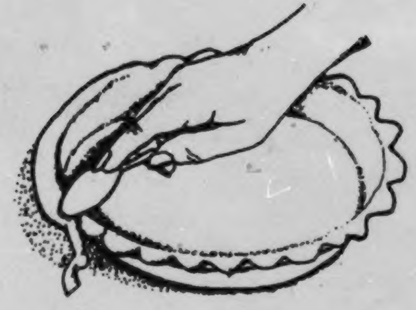
Cutouts



Rope



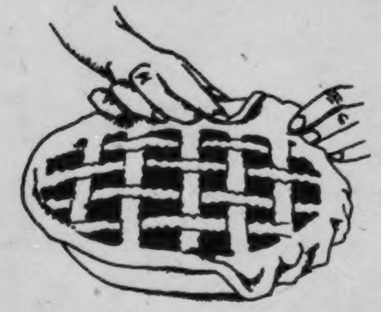
Ruffle



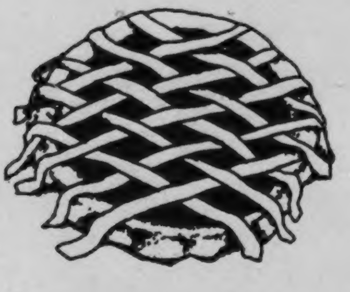
Spoon Scallop

G. Lattice top--Decorative pastry top used with a two-crust pie

Examples:

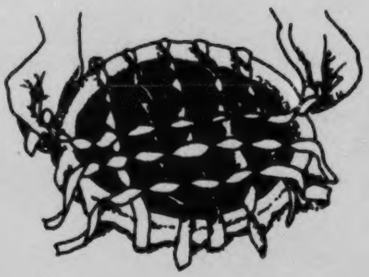


Plain

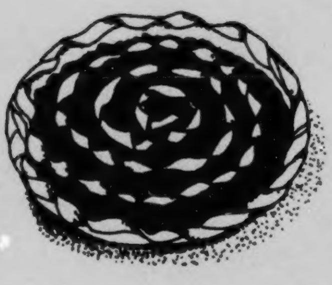


Diamond

INFORMATION SHEET

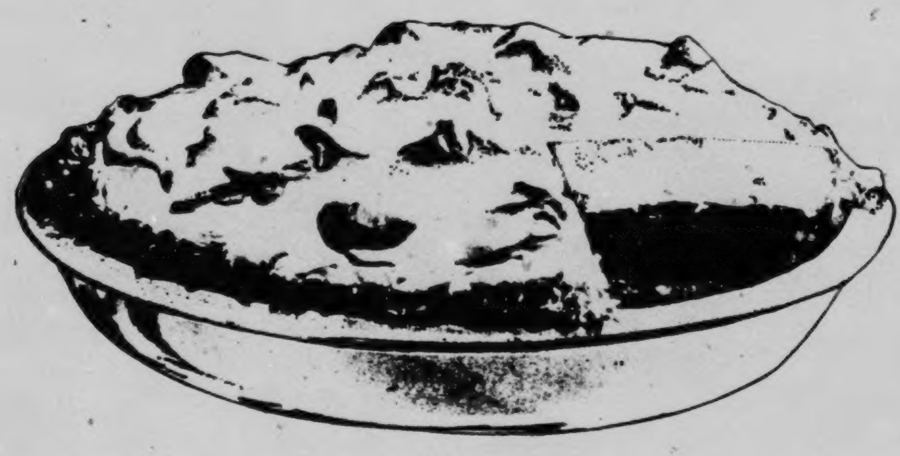


Twister



Spiral

H. Meringue--Beaten egg white and sugar mixture used primarily to top one-crust cream pies



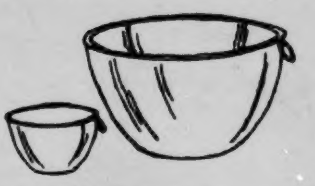
I. Gluten--Elastic protein substance in flour which gives the dough body

(NOTE: Overmixing or overhandling pastry dough will cause the gluten to overdevelop, producing a tough product.)

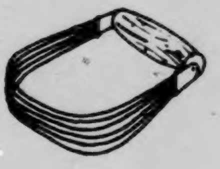
INFORMATION SHEET

II. Equipment used in making pastry

A. Mixing bowl

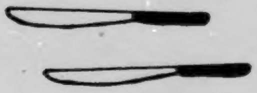


B. Pastry blender

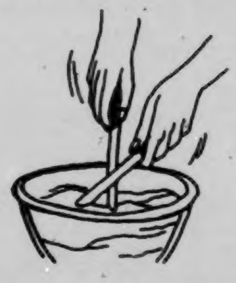


(NOTE: The pastry blender is used to cut shortening into flour mixture.)

C. Table knives

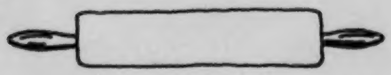


(NOTE: Two table knives can be used together in a cutting motion to cut shortening into flour.)



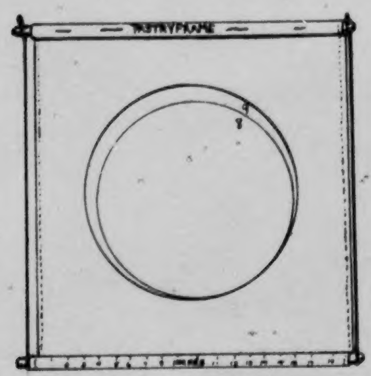
INFORMATION SHEET

D. Rolling pin



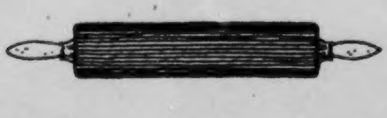
(NOTE: Rolling pins are available in a variety of materials. Ball bearings in the wooden rolling pin make rolling easier.)

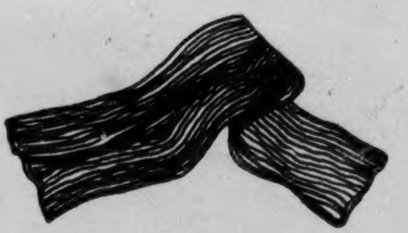
E. Pastry cloth



(NOTE: Flour is worked into the washable fabric cloth, or a plastic pastry cloth is covered with flour. The pastry dough is then rolled out on the cloth. Many pastry cloths have printed circles which serve as guides in rolling pastry dough to the correct size.)

F. Stockinet

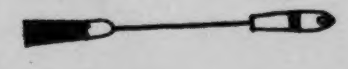




(NOTE: The fabric rolling pin cover prevents the dough from sticking to the rolling pin.)

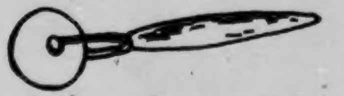
INFORMATION SHEET

G. Pastry brush



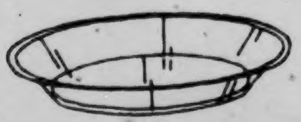
(NOTE: This is used to brush coating on pastry dough.)

H. Pastry wheel



(NOTE: The pastry wheel is used to cut strips for lattice tops.)

I. Pie pan



(NOTE: Heat-resistant glass pans, darkened pans, aluminum pans with a dark finish, or enamelware pans produce well-baked, golden brown pie crusts. Avoid the use of shiny metal pans because they deflect heat and produce soggy undercrusts. Consider pan size when purchasing.)

INFORMATION SHEET

III. Ingredients used in making plain pastry dough and their functions

- A. Flour--Provides framework and structure
- B. Fat--Provides tenderness, richness, and flakiness

  Examples: Oil, margarine, butter, lard, shortening

  (NOTE: Fat coats particles of flour and separates the gluten strands, thus "shortening" or making the pastry tender.)
- C. Salt--Adds flavor
- D. Water--Binds ingredients together

IV. Nutrients contained in pastry dough

- A. Fats
- B. Carbohydrates

(NOTE: Nutrients provided by pastry products are determined to a large extent by the filling in the pastry. Custard and fruit pastry provide some vitamins and minerals. Main dish pastry products contribute some protein, vitamin B, and minerals.)

V. Desirable characteristics of pastry

- A. Golden brown color
- B. Blistery surface
- C. Uniform, attractive edges
- D. Easy to cut
- E. Holds shape when served
- F. Flakes layered throughout the crust
- G. Crisp eating
- H. Pleasant, bland flavor to enhance filling

INFORMATION SHEET

VI. Unsatisfactory characteristics of pastry and their causes

UNSATISFACTORY CHARACTERISTICS	CAUSES
A. Tough crust	Too little fat Too much water Overmixed/overhandled Too much flour
B. Crumbly crust	Too little water Too much fat Self-rising flour used Not mixed well enough
C. Crust does not brown	Too little fat Too much water Too much flour Overmixed/overhandled Rolled too thick Oven temperature too low
D. Soggy lower crust	Filling too moist Bottom crust torn or broken Soaked before baking starts Used shiny pie pan Placed pie pan on cookie sheet or aluminum foil Oven temperature too low or time too short
E. Shrunken crust	Crust stretched when placed in pan Baked at too low a temperature
F. Large air bubbles	Not pricked well enough

INFORMATION SHEET

VII. Uses of pastry in recipes (Assignment Sheets #2 and #3)

(NOTE: There are a variety of uses for pastry dough. The most common uses are listed below.)

A. One- or two-crust pies

Examples: Appetizer, main dish, dessert

B. Tarts

C. Turnovers

D. Cobblers

E. Fruit dumplings

PASTRY
UNIT II

ASSIGNMENT SHEET #1--COMPARE COSTS OF AVAILABLE PASTRY FORMS

NAME ______________________________ SCORE ______________

Consumers consider many factors in deciding whether to buy commercially prepared products or to prepare food at home. Since pastry and pastry products are available for purchase in many forms, it is necessary to determine the value of your time as well as our dollar in the marketplace. Complete the following assignment by visiting a local supermarket, restaurant, or bakery and using advertisements or other available resources.

PASTRY TYPE	FORM	NUMBER OF ITEMS PER PACKAGE	TOTAL PRICE	UNIT PRICE
Plain pastry crust	Frozen ready-to-bake crust			
	Piecrust mix			
	Piecrust sticks			
	Homemade			
	(Other)			
	(Other)			
Graham cracker crust	Frozen ready-to-bake crust			
	No-bake piecrust mix			
	No-bake piecrust			
	Homemade			
	(Other)			
	(Other)			

ASSIGNMENT SHEET #1

PASTRY TYPE PRODUCT	FORM	TOTAL PRICE
Fruit pie (NOTE: Select one fruit type and compare prices of different forms.)	Homemade using fresh fruit	
	Homemade using frozen fruit	
	Homemade using canned fruit	
	Homemade using canned prepared fruit filling	
	Frozen prepared pie	
	(Other)	
	(Other)	
Cream pie	Homemade using prepared frozen piecrust, pie filling mix, and prepared topping	
	Homemade using no convenience products	
	Frozen prepared pie	
	(Other)	
	(Other)	

ASSIGNMENT SHEET #1

PASTRY TYPE	FORM	NUMBER OF ITEMS PER PACKAGE	TOTAL PRICE	UNIT PRICE
Purchased variety pastry products	Turnover			
	Tart			
	Cobbler			
	Meat pie			
	(Other)			
	(Other)			

Considering the preceding information obtained as well as the time needed to prepare, number of servings obtained, product quality, and unit price, which pastry forms would you select for each of the following pastry types? Why would you make these selections?

a. Plain pastry crust ____________________ Why? ____________________

____

____

____

b. Graham cracker crust ____________________ Why? ____________________

____

____

____

c. Fruit pie ____________________ Why? ____________________

____

____

____

ASSIGNMENT SHEET #1

d. Cream pie ______________________ Why? ______________

____

____

____

e. Variety pastry product _______________ Why? ______________

____

____

____

PASTRY
UNIT II

ASSIGNMENT SHEET #2--COMPLETE A TIME-WORK PLAN FOR ONE- OR TWO-CRUST PIE RECIPE(S)

NAME ______________________________ SCORE ________________

(NOTE: This assignment sheet will be used in completing Job Sheets #1, #2, and #3.)

Select a recipe for a one-crust or two-crust pie. Use the following space to copy your recipe(s) and preparation instructions. Complete the time-work plan on the back of this assignment sheet and use in completing job sheets. Evaluate the product.

(NOTE: If preparing a one-crust pie, you may have three recipes including pastry, filling, and topping. If preparing a two-crust pie, you may have two recipes including pastry and filling.)

This Recipe is for ______________________________

Ingredients

______________ ______________
______________ ______________
______________ ______________
______________ ______________
______________ ______________

Preparation Instructions: ______________________________

____
____
____
____
____
____
____

ASSIGNMENT SHEET #2

TIME-WORK PLAN Name ______________________

Food to be Prepared: ____________________ Kitchen ______________________

Food Supplies Needed:

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Utensils Needed:

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

	Order of Work	Time in Minutes
1.		
2.		
3.		
4.		
5.		
6.		
7.		

PASTRY
UNIT II

ASSIGNMENT SHEET #3--PREPARE A VARIETY PASTRY PRODUCT

NAME ______________________________ SCORE ______________

Pastry products can be prepared and served as a dessert, a main dish, or an appetizer. Select a recipe for a pastry product other than a one-crust or two-crust pie. Use the following space to copy your recipe and preparation instructions. Complete the time-work plan on the back of this assignment sheet and prepare the recipe according to instructions. Evaluate the product.

Examples of pastry products: Turnovers, tarts, cobblers, pastry appetizers

This Recipe is for ______________________________

Ingredients

Preparation Instructions: ______________________________

ASSIGNMENT SHEET #3

TIME-WORK PLAN

Name ______________________

Food to be Prepared: ______________________

Kitchen ______________________

Food Supplies Needed:

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Utensils Needed:

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Order of Work	Time in Minutes
1.	
2.	
3.	
4.	
5.	
6.	
7.	

PASTRY
UNIT II

ASSIGNMENT SHEET #4--EVALUATE PASTRY PRODUCT

NAME ______________________ SCORE ____________

Rate the characteristics of your pastry product as follows:

Excellent	5 points
Good	3 points
Fair	1 point

		POINTS
Appearance	Golden brown color; blistery surface; uniform, attractive edges; fits pan well	______
Tenderness	Cuts easily with table knife or fork but holds shape when served	______
Texture	Flakes layered throughout crust; crisp eating	______
Flavor	Pleasant, bland flavor to enhance the filling	______
	My points	______
	Possible points	20

1. If preparing this pastry product again, what would you do differently?

____

____

____

2. What was the most difficult part of preparing this pastry product?

____

____

____

ASSIGNMENT SHEET #4

3. List nutrients provided by each ingredient in the recipe(s) prepared. ________________

____

____

____

4. How much did it cost to prepare this pastry product? ______________ List ingredients and their costs below.

____

____

____

5. How would it have cost to purchase a similar commercially prepared pastry product? ____

6. Would you prepare this pastry product again? ______________ Explain your answer.

____

____

____

____

____

PASTRY
UNIT II

JOB SHEET #1--PREPARE PASTRY DOUGH FOR ONE- OR TWO-CRUST PIE

(NOTE: Before selecting ingredients, decide what you want to make using this pastry dough.)

I. Equipment

  A. Mixing bowl, medium sized

  B. Measuring cups

  C. Measuring spoons

  D. Pastry blender or table knives, 2

  E. Fork

  F. Waxed paper

II. Ingredients

  A. Pastry dough for an 8- or 9-inch one-crust pie

    1. Flour, 1 cup

    2. Salt, 1/2 teaspoon

    3. Shortening, 1/3 cup plus 1 tablespoon

    4. Ice water, 2 to 3 tablespoons

  B. Pastry dough for an 8- or 9-inch two-crust pie

    1. Flour, 2 cups

    2. Salt, 1 teaspoon

    3. Shortening, 2/3 cup plus 2 tablespoons

    4. Ice water, 4 to 5 tablespoons

III. Procedure

  A. Preheat oven

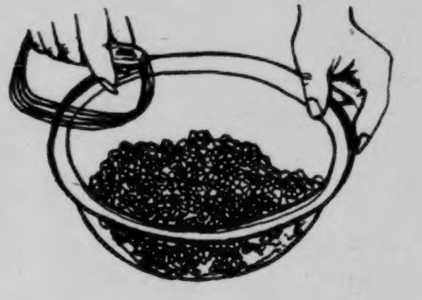
  (NOTE: If preparing a baked pie shell, preheat oven to bake pastry dough at 475° for 8 to 10 minutes.)

JOB SHEET #1

B. Combine flour and salt in mixing bowl

C. Cut shortening into mixture until particles are the size of tiny peas, using pastry blender or two table knives (Figure 1)

FIGURE 1



D. Sprinkle water onto flour mixture one tablespoon at a time, mixing lightly with a fork after each water addition until mixture is moistened and particles stick together when pressed gently

E. Gather dough together with your hands and press firmly into a ball

(NOTE: It may be necessary to add 1 to 2 teaspoons of water if dough does not hold together. Use only enough water to make flour particles cling together. Dough should not be wet or slippery.)

F. Cut dough ball in half if making dough for a two-crust pie

(NOTE: Wrap dough ball(s) securely in waxed paper and refrigerate up to thirty minutes if time permits.)

G. Use pastry dough in completing Job Sheet #2

PASTRY
UNIT II

JOB SHEET #2--ROLL OUT PASTRY DOUGH

(NOTE: Your prepared pastry dough may be rolled out using one of three methods--waxed paper, floured surface, or pastry cloth.)

I. Equipment and supplies

   A. Waxed paper

   B. Pastry cloth

   C. Rolling pin

   D. Stockinet

   E. Flour

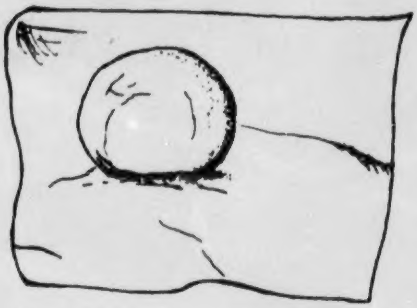
   F. Pastry dough

   (NOTE: The prepared pastry dough should be shaped in a ball.)

II. Procedure for waxed paper method

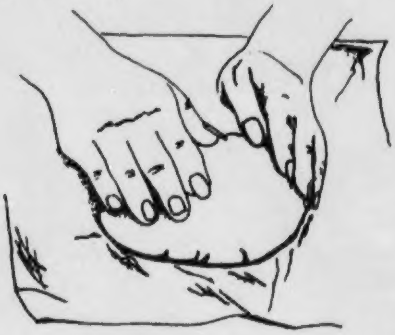
   A. Place dough ball on piece of waxed paper (Figure 1)

FIGURE 1



   B. Flatten ball gently (Figure 2)

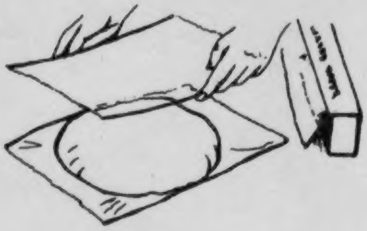
FIGURE 2



JOB SHEET #2

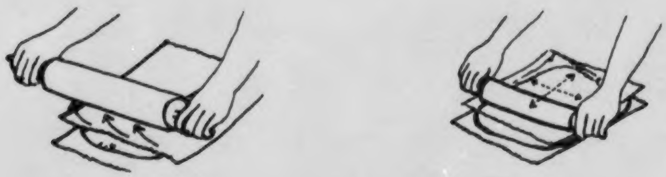
C. Cover with a second piece of waxed paper (Figure 3)

FIGURE 3



D. Roll pastry dough from the center out to the edge, lifting the rolling pin as it comes to the edge (Figure 4)

FIGURE 4

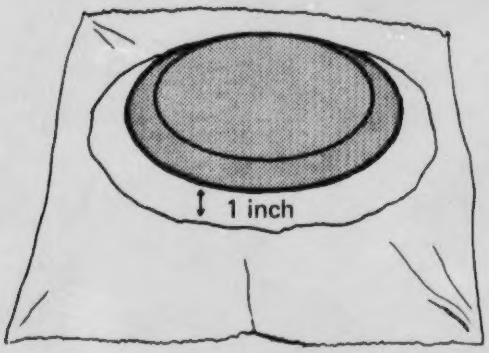


(NOTE: Roll gently so that paper will not wrinkle. If paper does wrinkle, gently peel it off and smooth it out. Continue rolling the dough.)

E. Roll until pastry dough is 1/8 inch thick

(NOTE: If rolling out dough for a pie, roll out pastry dough one inch larger than the inverted pie pan. See Figure 5.)

FIGURE 5



JOB SHEET #2

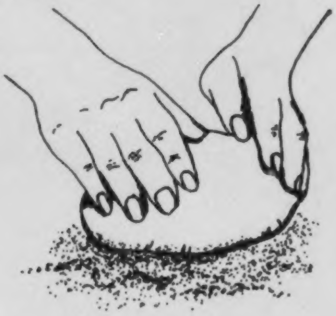
III. Procedure for floured surface method

A. Sprinkle flour evenly on smooth surface of cabinet or pastry board

B. Place dough ball on floured surface

C. Flatten ball gently (Figure 6)

FIGURE 6

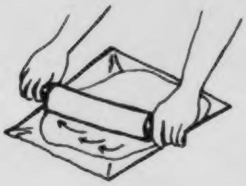


D. Place stockinet on rolling pin or cover rolling pin surface with flour

(NOTE: This prevents rolling pin from sticking to pastry dough surface.)

E. Roll pastry dough from the center out to the edge, lifting the rolling pin as it comes to the edge (Figure 7)

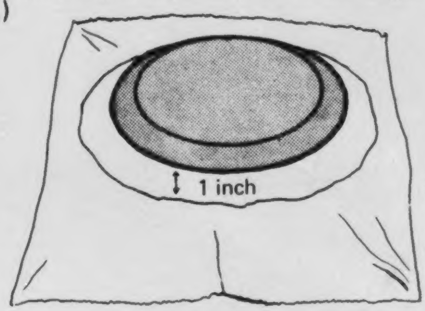
FIGURE 7



F. Roll until pastry dough is 1/8 inch thick

(NOTE: If rolling out dough for a pie, roll out pastry one inch larger than the inverted pie pan. See Figure 8.)

FIGURE 8



JOB SHEET #2

IV. Procedure for pastry cloth method

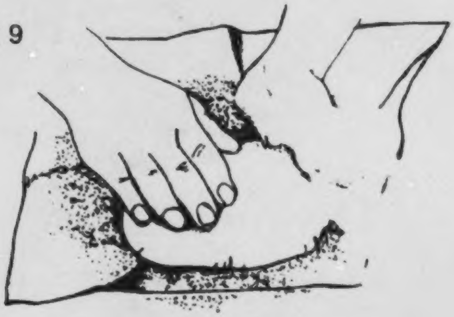
   A. Cover pastry cloth with flour, working it into the cloth

   (NOTE: This helps to prevent sticking.)

   B. Place dough ball on prepared pastry cloth

   C. Flatten ball gently (Figure 9)

FIGURE 9

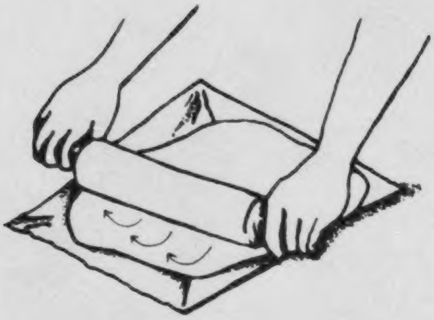


   D. Place stockinet on rolling pin or cover rolling pin with flour

   (NOTE: This prevents rolling pin from sticking to pastry surface.)

   E. Roll pastry dough from the center out to the edge, lifting the rolling pin as it comes to the edge (Figure 10)

FIGURE 10

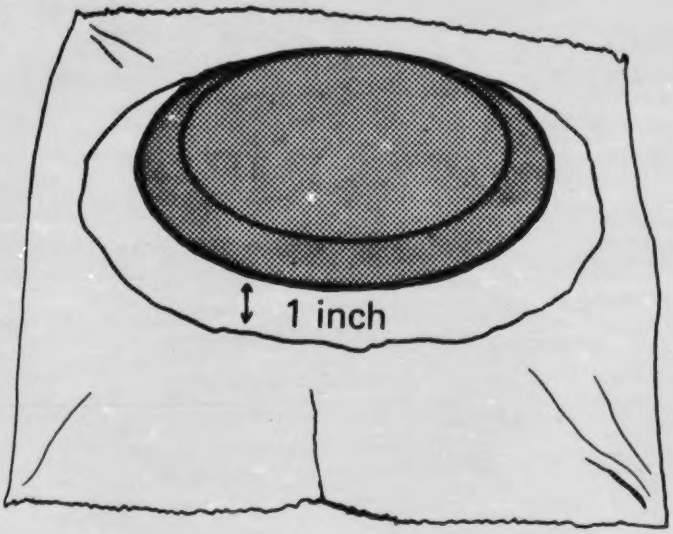


JOB SHEET #2

F. Roll until pastry dough is 1/8 inch thick

(NOTE: If rolling out dough for a pie, roll it out one inch larger than the inverted pie pan. See Figure 11.)

FIGURE 11



PASTRY
UNIT II

JOB SHEET #3--MAKE A ONE-CRUST OR TWO-CRUST PIE

I. Equipment and supplies

A. Pie pan, 8 or 9 inch

B. Rolling pin

(NOTE: A rolling pin can be used to help place the pastry dough in the pie pan or to place the top pastry dough on the filling of a two-crust pie.)

C. Sharp knife or kitchen scissors

D. Fork

(NOTE: This will be used in making a one-crust pie.)

E. Prepared pastry dough for one- or two-crust pie

F. Prepared filling/topping for one- or two-crust pie

(NOTE: Fruit fillings are usually prepared for two-crust pies while cream fillings are usually prepared for one-crust pies.)

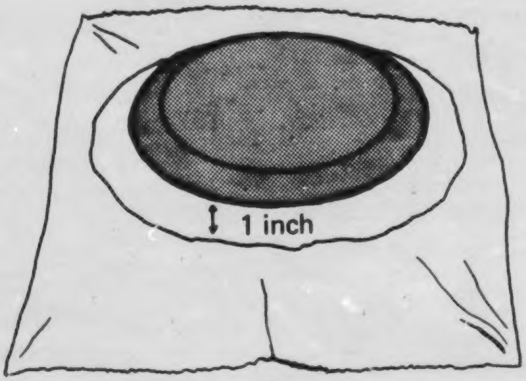
II. Procedures for preparing a one-crust pie

A. Prepare pastry dough

B. Roll out pastry dough

(NOTE: Dough should be rolled out one inch larger than inverted pie pan. See Figure 1.)

FIGURE 1



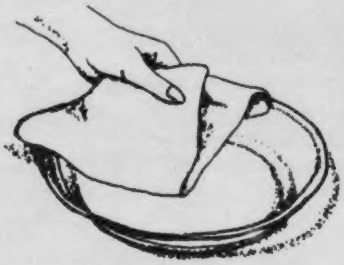
JOB SHEET #3

C. Place pastry dough in pan

(NOTE: Pastry dough must not be stretched during this process. It can be placed in pan by any of the following methods.)

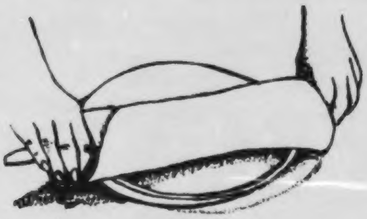
1. Fold pastry dough in fourths and place in pan with point in center; unfold carefully (Figure 2)

FIGURE 2



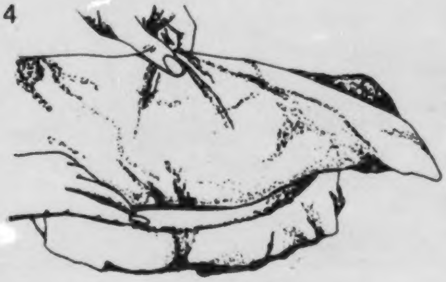
2. Roll pastry dough around rolling pin and unroll into pan (Figure 3)

FIGURE 3



3. Center pastry dough over pan with waxed paper side up if wax paper method was used to roll out dough; remove waxed paper by carefully peeling it off (Figure 4)

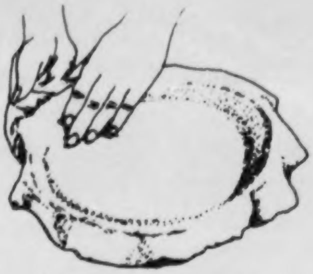
FIGURE 4



JOB SHEET #3

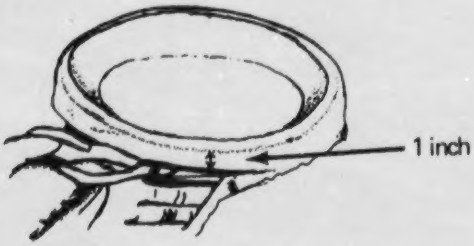
D. Ease dough into pan (Figure 5)

FIGURE 5



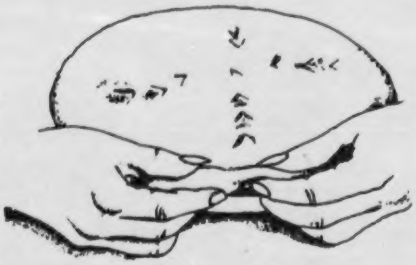
E. Trim overhanging edge of dough so that it is one inch from rim of pie pan (Figure 6)

FIGURE 6



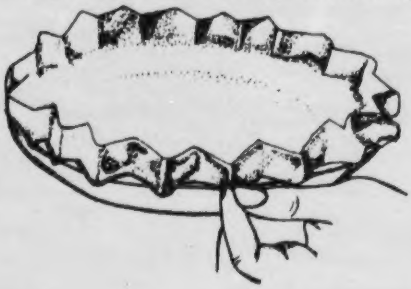
F. Make dough edge even with pie pan by folding and rolling edge under (Figure 7)

FIGURE 7



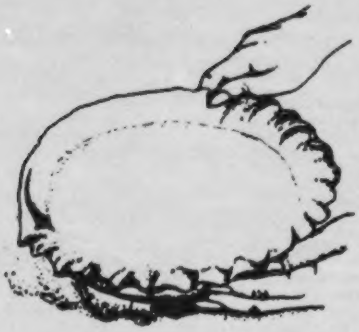
G. Flute edge, hooking flute points under pan rim (Figure 8)

FIGURE 8

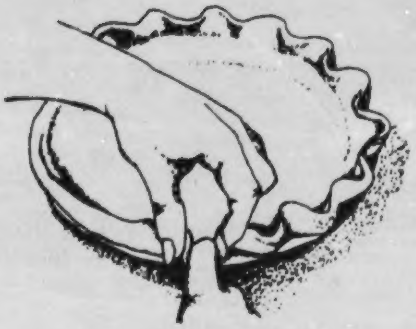


JOB SHEET #3

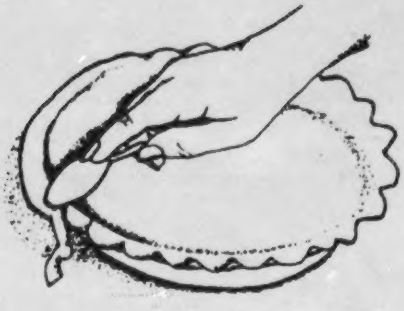
Examples:



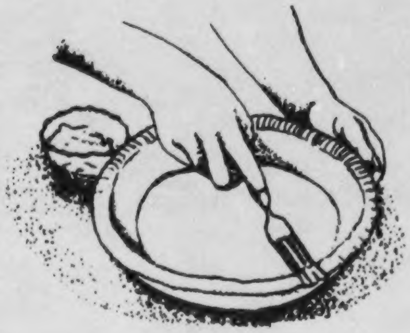
Rope



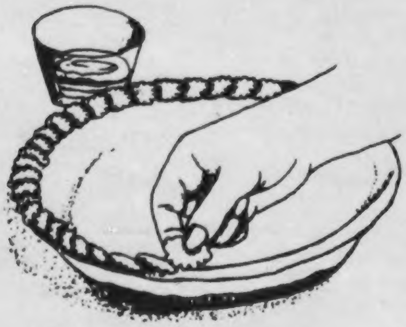
Ruffle



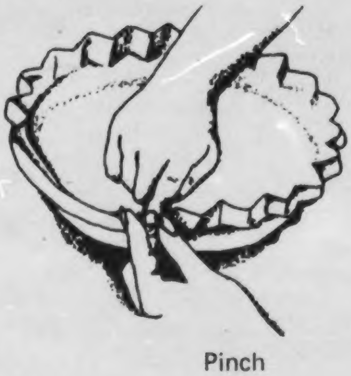
Spoon Scallop



Fork



Cutouts



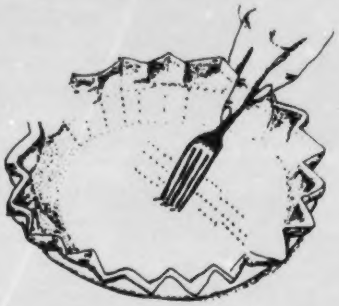
Pinch

JOB SHEET #3

H. Prick bottom and sides of crust thoroughly with fork (Figure 9)

(NOTE: This prevents puffing while crust bakes. When preparing a one-crust pie such as custard or pecan, this step is omitted and the crust is filled and then baked.)

FIGURE 9



I. Bake crust according to recipe directions

J. Cool baked crust before filling with prepared filling

K. Top filling with meringue, whipped cream, or other topping as desired

(NOTE: Follow recipe directions to insure good results.)

III. Procedure for preparing a two-crust pie

A. Prepare pastry dough

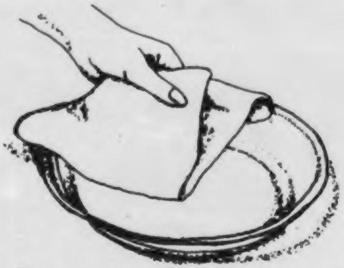
B. Roll out half of pastry dough

C. Place pastry dough in pan

(NOTE: Pastry dough must not be stretched during this process. Dough can be placed in pan by any of the following methods.)

1. Fold pastry dough in fourths and place in pan with point in center; unfold carefully (Figure 10)

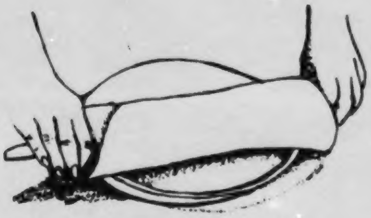
FIGURE 10



JOB SHEET #3

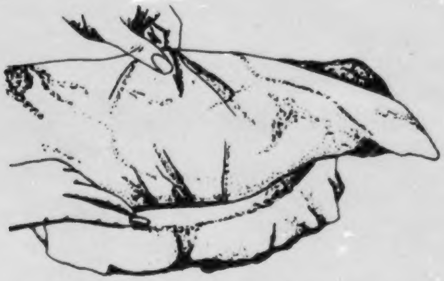
2. Roll pastry dough around rolling pin and unroll into pan (Figure 11)

FIGURE 11



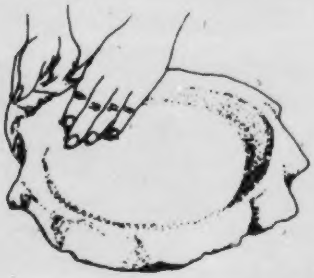
3. Center pastry dough over pan with waxed paper side up; remove waxed paper by carefully peeling it off (Figure 12)

FIGURE 12



D. Ease pastry dough into pan (Figure 13)

FIGURE 13

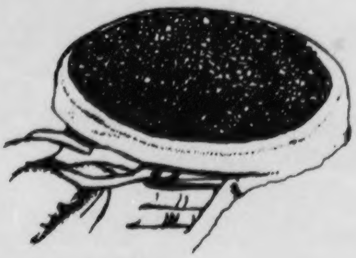


JOB SHEET #3

E. Fill unbaked crust with desired filling

F. Trim dough so that it is 1/2 inch from rim of pan (Figure 14)

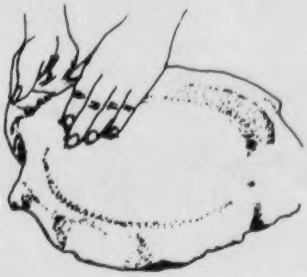
FIGURE 14



G. Roll out second half of dough

(NOTE: Dough should be rolled one inch larger all around than inverted pie pan. See Figure 15. If lattice top is desired, cut strips from rolled out dough.)

FIGURE 15



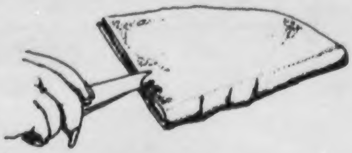
H. Place pastry dough on top of filling

(NOTE: Pastry dough can be placed on top of filling by any of the following methods.)

1. Fold pastry dough in fourths and place on filling with point in center; unfold carefully

   (NOTE: While pastry dough is quartered, steam slits can be cut. See Figure 16.)

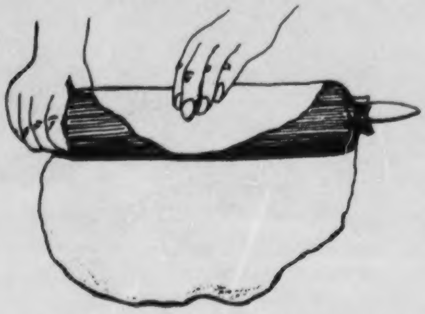
FIGURE 16



JOB SHEET #3

2. Roll pastry dough around rolling pin and unroll onto filling (Figure 17)

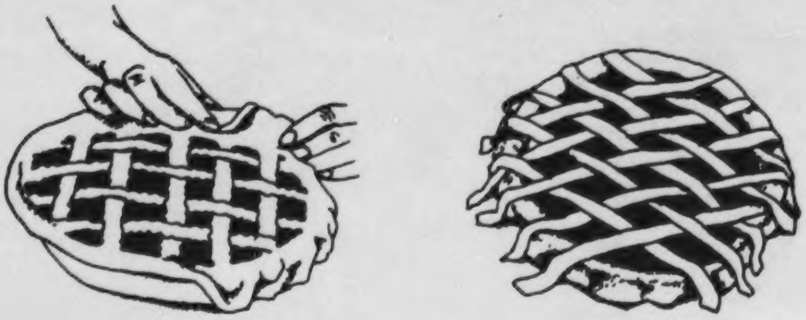
FIGURE 17



3. Center pastry dough over filling with wax paper side up if wax paper method was used; remove wax paper by carefully peeling if off

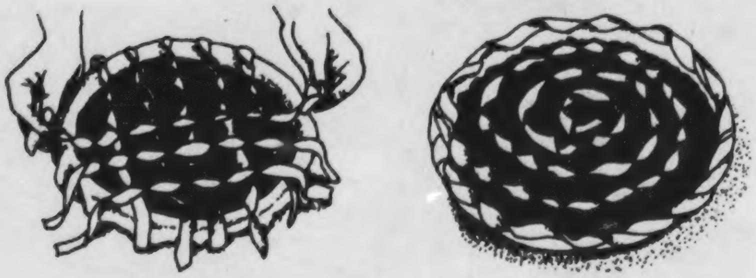
4. Place strips for lattice top on filling (Figure 18)

FIGURE 18



Plain

Diamond



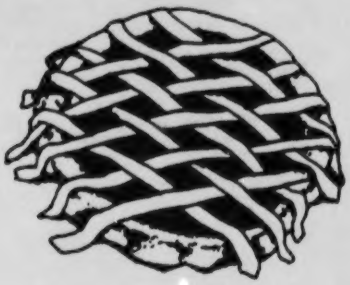
Twister

Spiral

JOB SHEET #3

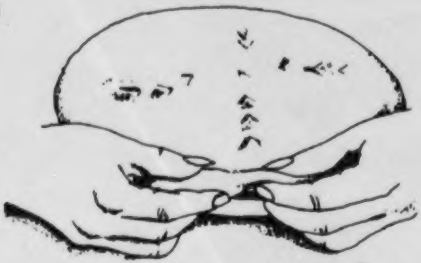
I. Trim overhanging edge of pastry dough one inch from rim of pan (Figure 19)

FIGURE 19



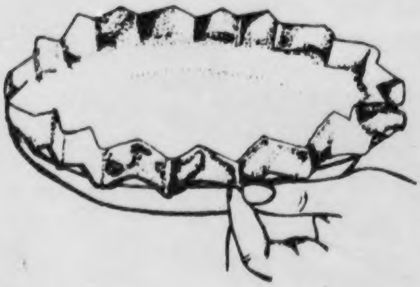
J. Fold and roll edge of top pastry dough under edge of lower dough pastry rim; seal edges securely (Figure 20)

FIGURE 20



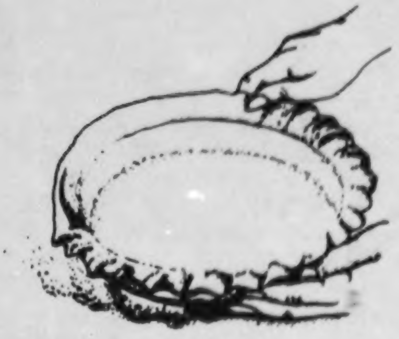
K. Flute edge, hooking flute points under pan rim (Figure 21)

FIGURE 21

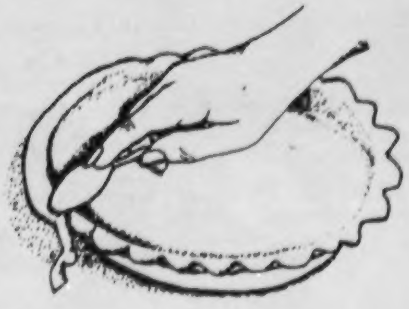


JOB SHEET #3

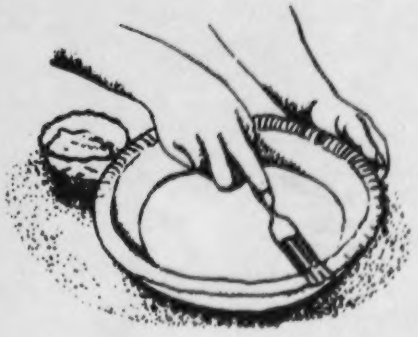
FIGURE 22



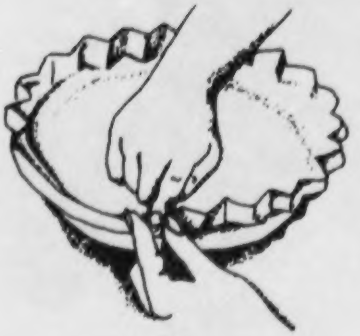
Rope



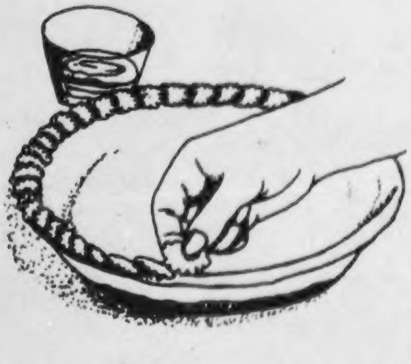
Spoon Scallop



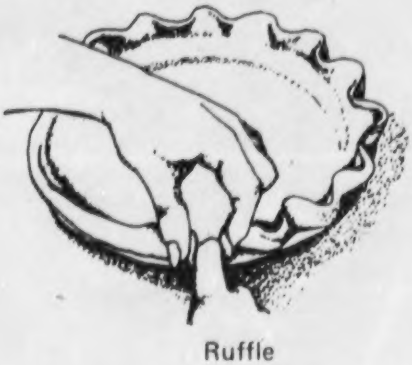
Fork



Pinch



Cutouts



Ruffle

JOB SHEET #3

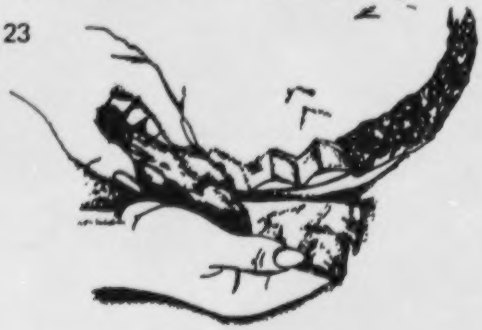
L. Cut steam slits in top crust using a sharp knife

(NOTE: This allows steam to escape from sealed crust. Initials or a fruit design may be cut into top crust.)

M. Bake as directed in recipe

(NOTE: Fluted edge may be covered with a two to three inch strip of aluminum foil to prevent excessive browning. The foil should be removed during the last fifteen minutes of baking.)

FIGURE 23



PASTRY
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. One- or two-crust pastry which provides individual serving

_____b. Standing rim around the edge of a pastry crust which provides attractiveness, prevents spillage, and prevents shrinkage

_____c. Beaten egg white and sugar mixture used primarily to top one-crust cream pies

_____d. Baked product made from dough rich in fat

_____e. Elastic protein substance in flour which gives the dough body

_____f. Filled pastry made by turning half of the crust over onto the other half and sealing the edges

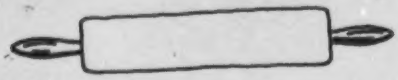
_____g. Decorative pastry top used with a two-crust pie

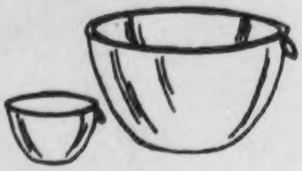
_____h. Deep dish fruit pastry that has a thick top crust

_____i. Baked product that often utilizes pastry dough as a bottom and/or top crust

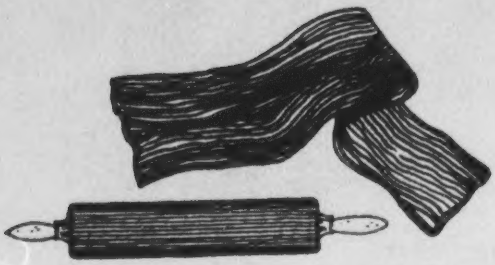
1. Fluted edge
2. Tart
3. Gluten
4. Lattice top
5. Turnover
6. Meringue
7. Pie
8. Pastry
9. Cobbler

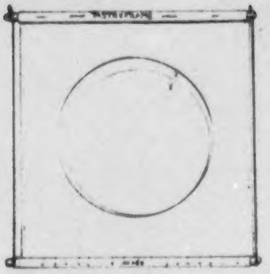
2. Identify the following equipment used in making pastry. Write the correct names in the blanks provided.



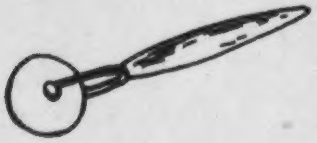


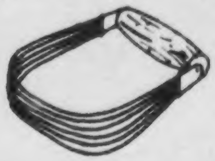
a. ______________________ b. ______________________



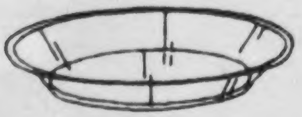


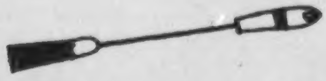
c. ______________________ d. ______________________



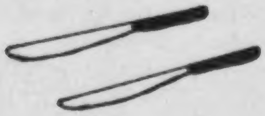


e. ______________________ f. ______________________





g. ______________________ h. ______________________



i. ______________________

3. Match the ingredients used in making plain pastry dough on the right to the correct function. Place the appropriate numbers in the blanks provided.

______a. Binds ingredients together

______b. Adds flavor

______c. Provides tenderness, richness, and flakiness

______d. Provides framework and structure

1. Fat
2. Flour
3. Water
4. Salt

4. Select from the list below main nutrients contained in pastry by placing an "X" in the appropriate blanks.

______a. Protein

______b. Fats

______c. Carbohydrates

______d. Vitamin B

5. Select from the list below desirable characteristics of pastry by placing an "X" in the appropriate blanks.

______a. Easy to cut

______b. Golden brown color

______c. Crumbly crust

______d. Flakes layered throughout crust

______e. Large air bubbles

______f. Blistery surface

______g. Pleasant, bland flavor to enhance filling

______h. Shrunken crust

6. Match the unsatisfactory characteristics of pastry on the right to their causes by placing the appropriate numbers in the blanks provided. (Characteristics may be used more than once.)

______a. Rolled too thick

______b. Overmixed/overhandled

______c. Not pricked well enough

______d. Crust stretched when placed in pan

1. Shrunken crust
2. Crust does not brown
3. Crumbly crust
4. Large air bubbles
5. Tough crust
6. Soggy lower crust

_____e. Bottom crust torn or broken

_____f. Self-rising flour used

_____g. Used shiny pie pan

_____h. Too much fat

7. Name five uses of pastry in recipes.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

8. Compare costs of available pastry forms.

9. Complete a time-work plan for one- or two-crust pie recipe(s).

10. Prepare a variety pastry product.

11. Evaluate pastry product.

12. Demonstrate the ability to:

    a. Prepare pastry dough for a one- or two-crust pie.

    b. Roll out pastry dough.

    c. Make a one-crust or two-crust pie.

(NOTE: If activities 9-13 have not been accomplished prior to the test, ask your instructor when they should be completed.)

PASTRY
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (9 points)
   - a. 2
   - b. 1
   - c. 6
   - d. 8
   - e. 3
   - f. 5
   - g. 4
   - h. 9
   - i. 7
2. (9 points)
   - a. Rolling pin
   - b. Mixing bowl
   - c. Stockinet
   - d. Pastry cloth
   - e. Pastry wheel
   - f. Pastry blender
   - g. Pie pan
   - h. Pastry brush
   - i. Table knives

3. (8 points)
   a. 3
   b. 4
   c. 1
   d. 2
4. (8 points)
   c, d
5. (8 points)
   a, b, d, f, g
6. (8 points)
   a. 2
   b. 2 or 5
   c. 4
   d. 1
   e. 6
   f. 3
   g. 6
   h. 3
7. (10 points)
   a. One- or two-crust pies
   b. Tarts
   c. Turnovers
   d. Cobblers
   e. Fruit dumplings
8. Evaluated to the satisfaction of the instructor (20 points)

9. Evaluated to the satisfaction of the instructor (20 points)
10. Evaluated to the satisfaction of the instructor (20 points)
11. Evaluated to the satisfaction of the instructor (20 points)
12. Performance skills evaluated to the satisfaction of the instructor
    a. (20 points)
    b. (20 points)
    c. (20 points)

YEAST BREADS
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to select, compare, and prepare yeast breads. This knowledge will be evidenced by completion of assignment sheets, job sheet, and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with yeast breads to the correct definitions.
2. Select from a list main nutrients contained in yeast breads.
3. Match basic ingredients used in preparing yeast breads to their correct functions.
4. Match types of flour used in breadmaking to their correct characteristics.
5. Select from a list factors that contribute to preparing quality yeast breads.
6. Arrange in order the eight basic steps in making yeast bread.
7. Identify shapes of yeast bread rolls.
8. Select from a list desirable characteristics of yeast bread.
9. Match unsatisfactory characteristics of yeast bread to their causes.
10. Name uses of yeast bread in recipes.
11. Compare costs of available bread forms.
12. Complete a time-work plan for preparing yeast bread.
13. Prepare a variety yeast bread product.
14. Evaluate yeast bread.
15. Demonstrate the ability to prepare yeast bread loaf or dinner rolls.

YEAST BREADS
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Provide student with objective sheet.

   B. Provide student with information, assignment, and job sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Demonstrate and discuss procedures outlined in the job sheet.

   F. Arrange for student to visit local supermarket to complete Assignment Sheet #1.

   G. Have student practice kneading using play dough.

   H. Have student practice making different yeast bread roll shapes using play dough or modeling clay.

   I. Allow student to complete Assignment Sheets #1 and #3 as part of a foods home experience.

   J. Provide student with selected recipes or cookbooks to assist in completing Assignment Sheets #2 and #3.

   K. Invite resource person to demonstrate making variety yeast bread products.

   L. Duplicate Assignment Sheet #4 and use with Assignment Sheet #3 to evaluate yeast bread product.

   M. Have student compare quality of convenience yeast bread products and homemade products.

   N. Allow student to select a yeast bread product and research primary nutrients and calories contained in that product.

   O. Encourage student to begin a recipe file on yeast breads and yeast bread products.

   P. Encourage student to prepare yeast breads as part of a foods home experience.

   Q. Adapt materials for special needs student.

   R. Arrange for student to visit flour mill to see how flour is made.

S. Demonstrate making whole wheat flour by using a blender or food processor to grind clean, untreated wheat into flour. Substitute this flour for no more than one-half of the total flour needed in recipe when preparing yeast bread product.

T. Perform this experiment to illustrate the effect of temperature and sugar on yeast.

Supplies and equipment:

4 pkgs. yeast
4 glass containers
1/4 cup cold water
1/4 cup warm water
1/4 cup warm water plus 1 tsp. sugar
1/4 cup hot water

Place one package of yeast in each glass container and add water and/or sugar to each of the glass containers. Let set and observe reaction that takes place.

(NOTE: The yeast with lukewarm water and sugar should rise the most because the sugar provides food for the yeast to grow.)

U. Use Assignment Sheet #4 after completing Job Sheet #1 to evaluate yeast bread products.

V. Arrange for student to visit bakery to observe procedures of breadmaking as well as occupations available in the plant.

W. Give test.

X. Reteach if necessary

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Compare Costs of Available Bread Forms
2. Assignment Sheet #2--Complete a Time-Work Plan for Preparing Yeast Bread
3. Assignment Sheet #3--Prepare a Variety Yeast Bread Product
4. Assignment Sheet #4--Evaluate Yeast Bread

D. Job Sheet #1--Prepare Yeast Bread Loaf or Dinner Rolls

E. Test

F. Answers to test

III. Unit references:

A. White, Ruth Bennett. *Food and Your Future.* Englewood Cliffs, Prentice-Hall, Inc., 1972.

B. White, Ruth Bennett. *You and Your Food.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

C. Benson, Ann. *Home Economics II Curriculum Guide.* Stillwater: Oklahoma State Department of Vocational and Technical Education, 1973.

D. *Homemade Breads.* (Filmstrip, narration guide, and student booklet.) Minneapolis, Minnesota: General Mills, n.d.

E. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Co., 1977.

F. *Yeast Breads.* (Booklet) Minneapolis, Minnesota: General Mills, n.d.

G. Fleischmann's Yeast. *The Baker's Dozen.* New York: Standard Brands Educational Service, n.d.

H. "New and Easy Yeast Recipes." Milwaukee, Wisconsin: Universal Foods Corp., n.d.

I. *Better Homes and Gardens New Cook Book.* New York: Meredith Press, 1968.

J. *Betty Crocker's Cookbook.* New and revised edition. New York: Golden Press, 1978.

K. General Mills, Inc. *Betty Crocker's New Picture Cook Book.* 1st edition. New York: McGraw-Hill Book Co., Inc., 1961.

YEAST BREADS
UNIT III

INFORMATION SHEET

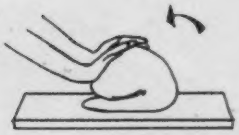
I. Terms and definitions

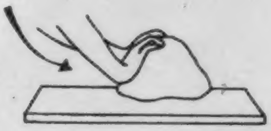
A. Gluten--Elastic protein substance in flour which gives the dough body

B. Yeast--Microscopic plant that produces carbon dioxide and serves as a leavening agent

C. Kneading--Process of working dough with hands on a board to mix ingredients

(NOTE: This process gives the yeast an opportunity to start growing and make carbon dioxide. It also makes the gluten firmer and more elastic so the dough will stand stretching and hold the carbon dioxide gas that is formed.)





D. Fermenting--Breaking down of sugar into carbon dioxide and alcohol by yeast

E. Rising or proofing--Permitting carbon dioxide to develop in yeast dough as the dough doubles in size

II. Main nutrients contained in yeast breads

A. Protein

B. Carbohydrates

C. B vitamins (thiamin, riboflavin, niacin)

D. Iron

(NOTE: Nutrients and calories provided by yeast breads are determined to a large extent by the type of yeast bread as well as the topping and other additions.)

INFORMATION SHEET

Basic ingredients used in preparing yeast breads and their functions

A. Flour

1. Provides gluten
2. Provides starch

(NOTE: Gluten and starch swell in the presence of liquid to give structure and volume to bread.)

B. Liquid

1. Is essential for starch to swell
2. Is essential for gluten to develop

(NOTE: Nutrient volume and flavor may be changed, depending on the liquid used.)

C. Salt

1. Enhances flavor
2. Delays the growth of yeast plants in yeast breads

D. Yeast--Produces carbon dioxide gas which is held in the meshlike structure developed by the gluten

(NOTE: Bread dough needs a warm place in which to rise so that the yeast may grow.)

E. Fat

1. Adds tenderness
2. Improves the flavor
3. Improves browning

(NOTE: Fat shortens the strands of gluten in the flour, coats the gluten strands, and prevents their holding together.)

F. Egg

1. Improves flavor and color
2. Develops tender texture and lightness
3. Supplies protein

INFORMATION SHEET

G. Sugar

1. Provides food for the yeast
2. Retards gluten development
3. Improves browning
4. Improves flavor

IV. Types of flour used in breadmaking and their characteristics

A. Whole wheat

1. Retains all the nutrients of whole grain wheat
2. Nutty flavor
3. Coarse texture
4. Dark color
5. High in gluten
6. Used primarily for breads

B. All-purpose

1. Blend of white hard and soft wheat flours
2. Used for any purpose
3. High in gluten

C. Self-rising

1. All-purpose flour with salt and baking powder added
2. Used when indicated on recipe

V. Factors that contribute to preparing quality yeast breads

A. Understand functions of basic ingredients

B. Use high quality ingredients

C. Use and follow reliable, tested recipe

D. Measure ingredients accurately

E. Use correct equipment for making and baking yeast breads

(NOTE: Loaf pans of glass, darkened metal, or anodized aluminum are best for baking bread. They absorb heat and give a good brown crust. Rolls and specialty breads are often baked in other pans.)

INFORMATION SHEET

F. Preheat oven and be sure temperature is accurate

G. Bake bread only until done

(NOTE: Loaf bread should have a hollow sound when tapped.)

VI. Basic steps for making yeast bread

(NOTE: Each recipe will vary according to ingredients and procedures used.)

A. Mix

B. Knead

C. Rise or proof

D. Punch down

E. Shape

F. Rise or proof

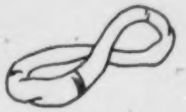
G. Bake

H. Cool

VII. Yeast bread roll shapes

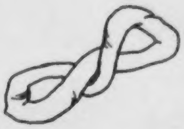
(NOTE: For twisted shapes, roll dough into an oblong 12 inches wide and a little less than 1/2 inch thick. Spread with soft butter. Fold one half of dough over the other half. Cut into strips 1/2 inch wide and 6 inches long.)

A. Figure 8



(NOTE: Hold one end of strip in one hand and twist the other end. Stretch it slightly until two ends when brought together will form a figure 8.)

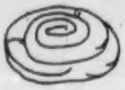
B. Twist



(NOTE: Form this shape the same as the figure 8, but give the strip one additional twist before placing it on baking sheet.)

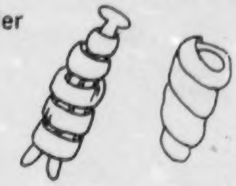
INFORMATION SHEET

C. Snail



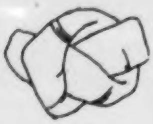
(NOTE: Twist and hold one end of the strip down on the baking sheet. Continue to wind strip around and around. Tuck the end under.)

D. Clothespin cruller



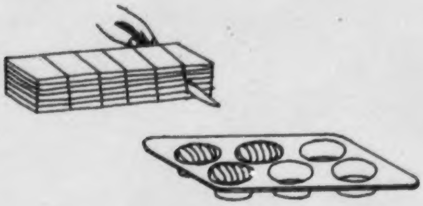
(NOTE: Wrap the strip around a greased clothespin so that edges barely touch. After baking, twist the clothespin and pull it out. The cruller may be filled with jelly or fruit filling after baking.)

E. Knot



(NOTE: Twist each strip and tie into a knot. Press ends down on greased baking sheet.)

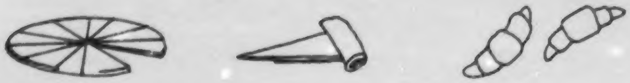
F. Butter fluff (fan tan)



(NOTE: Roll dough into an oblong 9 inches wide and 1/8 inch thick. Spread dough with soft butter. Cut into six long strips 1 1/2 inches wide. Stack six strips evenly, one on top of another. Cut into one-inch pieces. Place cut side down into greased muffin cups.)

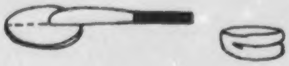
INFORMATION SHEET

G. Crescent (butterhorn)



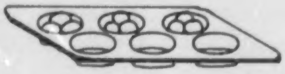
(NOTE: Roll dough into a twelve-inch circle 1/4 inch thick. Spread dough with soft butter. Cut into 16 pie-shaped pieces. Roll pieces up beginning at wide edge. Place on baking sheet with point underneath.)

H. Parkerhouse



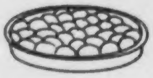
(NOTE: Roll dough 1/4 inch thick and cut with a biscuit cutter. Brush with melted butter. Make a crease across each roll with the back of a knife. Fold so top half slightly overlaps. Press edges together at crease. Place close together in pan.)

I. Cloverleaf



(NOTE: Shape bits of dough into balls about 1 inch in diameter. Place three balls in each greased muffin cup. Brush with butter.)

J. Pan



(NOTE: Form dough into smooth balls one-third size desired. If placed close together in a pan, they will bake together and have soft sides. If placed farther apart on baking sheet, they will have crusty sides.)

VIII. Desirable characteristics of yeast bread

A. Evenly shaped with no humps or large cracks

B. Tender and crisp crust

C. Mellow flavor characteristic of ingredients

D. Golden brown or darker color

E. Soft, tender, moist texture with no tunnels

F. Pleasant odor characteristic of ingredients

INFORMATION SHEET

IX. Unsatisfactory characteristics of yeast bread and their causes

UNSATISFACTORY CHARACTERISTICS	CAUSES
A. Burned	Too hot of an oven Baked too long
B. Cracked surface	Not kneaded properly Cooled too quickly Too short rising/proofing period
C. Irregular shape	Poor technique in shaping
D. Poor volume	Yeast killed Not enough flour Too short rising/proofing period
E. Coarse texture	Too long rising/proofing period Too cool of an oven Not enough flour Not kneaded enough
F. Heavy texture	Yeast partially killed Wrong type of flour Not kneaded enough Poor distribution of ingredients Too short of a rising/proofing period
G. Heavy, dark streaks	Wrong type of flour Poorly mixed Added flour when shaping Improper length of rising/proofing period Poor yeast
H. Harsh, crumbly, dry texture	Wrong type of flour Too stiff dough Too cool of an oven Not kneaded enough
I. Sour taste	Too long of a rising/proofing period Poor ingredients
J. Yeasty taste	Too long rising/proofing period Too much yeast

INFORMATION SHEET

X. Uses of yeast bread in recipes

(NOTE: There are a variety of uses for yeast bread dough. The most common uses are listed below.)

A. Dinner rolls

B. Loaf bread

Examples: French bread, sandwich loaf bread, miniature loaves

C. Dessert rolls or breads

Examples: Tea ring, cinnamon rolls, bread braid

D. Bread sticks

E. Coffee cake

F. Pizza

YEAST BREADS
UNIT III

ASSIGNMENT SHEET #1--COMPARE COSTS OF AVAILABLE BREAD FORMS

NAME ________________________________ SCORE ______________

Consumers consider many factors when deciding whether to purchase commercially prepared products or to prepare food at home. Since bread and bread products are available for purchase in many forms, it is necessary to determine the value of our time as well as of our dollar. Complete the following assignment after visiting a local supermarket and using advertisements or other available resources.

BREAD TYPE	FORM	NUMBER OF OUNCES PER PACKAGE	TOTAL PRICE	PRICE PER OUNCE
Enriched white loaf bread	Sandwich sliced			
	Regular sliced			
	Frozen bread dough			
	Brown and serve			
	Bakery prepared			
	Homemade			
	(other)			

ASSIGNMENT SHEET #1

BREAD TYPE	FORM	NUMBER OF ROLLS PER PACKAGE	TOTAL PRICE	PRICE PER ROLL
Dinner rolls	Frozen dough (in a tube)			
	Brown and serve			
	Bakery prepared			
	Homemade			
	(other)			
	(other)			
Dessert rolls	Frozen dough (in a tube)			
	Frozen prepared (in an aluminum tray)			
	Commercially prepared			
	Bakery prepared			
	Homemade			
	(other)			
	(other)			

ASSIGNMENT SHEET #1

BREAD TYPE	FORM	NUMBER OF DOUGHNUTS PER PACKAGE	TOTAL PRICE	PRICE PER DOUGHNUT
Doughnuts	Frozen prepared			
	Commercially prepared			
	Bakery prepared			
	Homemade			
	(other)			
	(other)			

Considering information obtained from the chart, number of servings, product quality, and unit price, which form of each vegetable would you select? Why would you make these selections?

1. Enriched white loaf bread ____________ Why? ____________

____

____

____

2. Dinner rolls ____________ Why? ____________

____

____

____

3. Dessert rolls ____________ Why? ____________

____

____

____

ASSIGNMENT SHEET #1

4. Doughnuts ____________________ Why? ________________________________

____

____

____

YEAST BREADS
UNIT III

ASSIGNMENT SHEET #2--COMPLETE A TIME-WORK PLAN FOR PREPARING YEAST BREAD

NAME ____ SCORE __________________

(NOTE: This assignment sheet will be used in completing Job Sheet #1.)

Complete the time-work plan on the back of this assignment sheet using the recipe from Job Sheet #1. Use this time-work plan in completing the job sheet. Evaluate product.

ASSIGNMENT SHEET #2

TIME-WORK PLAN Name ____________________

Food to be Prepared: ______________ Kitchen ____________________

Food Supplies Needed:

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

Utensils Needed:

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

	Order of Work	Time in Minutes
1.		
2.		
3.		
4.		
5.		
6.		
7.		

YEAST BREADS
UNIT III

ASSIGNMENT SHEET #3--PREPARE A VARIETY YEAST BREAD PRODUCT

NAME ______________________________ SCORE ______________

Yeast bread products can be prepared and served as a main dish, a dessert, an appetizer, or simply as an accompaniment to a meal. Select a recipe for a yeast bread product other than loaf bread or dinner rolls. Use the following space to copy your recipe and preparation instructions. Complete the time-work plan on the back of this assignment sheet and prepare the recipe according to instructions. Evaluate the product.

Examples of yeast bread products: Doughnuts, pizza, bread sticks, tea ring, coffee cake, bread braid, cinnamon rolls

This Recipe is for ______________________________

Ingredients

______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

Preparation Instructions: ______________________________

ASSIGNMENT SHEET #3

TIME-WORK PLAN

Name ____________________

Food to be Prepared: ____________________

Kitchen ____________________

Food Supplies Needed:

Utensils Needed:

	Order of Work	Time in Minutes
1.		
2.		
3.		
4.		
5.		
6.		
7.		

YEAST BREADS
UNIT III

ASSIGNMENT SHEET #4--EVALUATE YEAST BREAD

(NOTE: The following assignment sheet can be used to evaluate yeast breads as well as yeast bread products.)

Rate the characteristics of your yeast bread as follows:

Excellent	5 points
Good	3 points
Fair	1 point

		Points
Volume	Compare size to weight; bread should be light but not airy for its size	______
Shape	Well-rounded and symmetrical; an even, well-defined division between top and side	______
Crust	Smooth, even golden brown; side crust slightly lighter than top	______
Crumb color	Uniform creamy white; no dark or light streaks	______
Texture	Tender and soft, not crumbly or doughy	______
Grain	Uniform fine to medium size cells; no large air bubbles	______
Flavor	Mild yeasty flavor, delicate, pleasing	______
	My Points	______
	Possible Points	35

ASSIGNMENT SHEET #4

1. If preparing this yeast bread again, what would you do differently? ____________

2. What was the most difficult part of preparing this yeast bread product? ____________

3. List nutrients provided by each ingredient in recipe(s) prepared.

4. How much did it cost to prepare this yeast bread product? ____________

   List ingredients and their prices. ____________

5. How much would it have cost to purchase a similar commercially prepared yeast bread product? ____________

6. Would you prepare this yeast bread product again? ____________

   Explain your answer. ____________

YEAST BREADS
UNIT III

JOB SHEET #1--PREPARE YEAST BREAD LOAF OR DINNER ROLLS

(NOTE: This job sheet is designed to be a two-day process. It uses the cool rise method of breadmaking for one bread loaf and one pan of dinner rolls.)

I. Supplies

  A. Flour, 5 1/2 to 6 1/2 cups

  (NOTE: If self-rising flour is used, omit the salt.)

  B. Dry yeast, 2 packages

  C. Sugar, 2 tablespoons

  D. Salt, 1 tablespoon

  E. Margarine, 1/4 cup, softened

  F. Water, 2 1/4 cups, very hot (120° - 130°F)

  G. Cooking oil

II. Equipment

  A. Measuring cups and spoons

  B. Knife

  C. Waxed paper

  D. Large bowl

  E. Heavy mixing spoon

  F. Liquid measuring cup

  G. Electric mixer

  H. Rubber spatula

  I. Floured bread board or surface

  J. Plastic wrap

  K. Towel

  L. Bread pan for loaf, (8 1/2" x 4 1/2" x 2 5/8") and pan for rolls

JOB SHEET #1

M. Pastry brush

N. Oiled toothpick

O. Cooling rack

III. Procedure

A. Combine two cups flour, undissolved yeast, sugar, and salt in large bowl

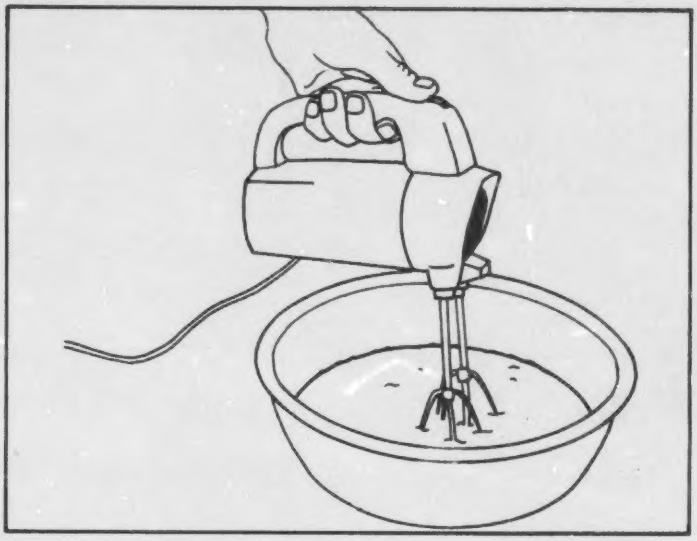
B. Stir well to blend

C. Add softened margarine to ingredients and blend

D. Add hot water to ingredients in bowl

E. Beat with electric mixer at medium speed for two minutes, scraping sides of bowl (Figure 1)

FIGURE 1



F. Add one cup of flour

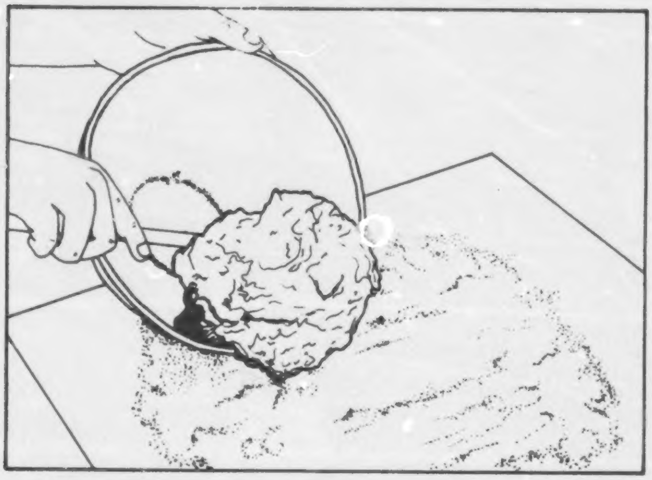
G. Beat with electric mixer at high speed for one minute or until thick and elastic, scraping sides of bowl

H. Stir in remaining flour gradually with heavy mixing spoon using just enough flour to make a soft dough which leaves sides of bowl

JOB SHEET #1

I. Turn out onto a floured bread board or surface (Figure 2)

FIGURE 2

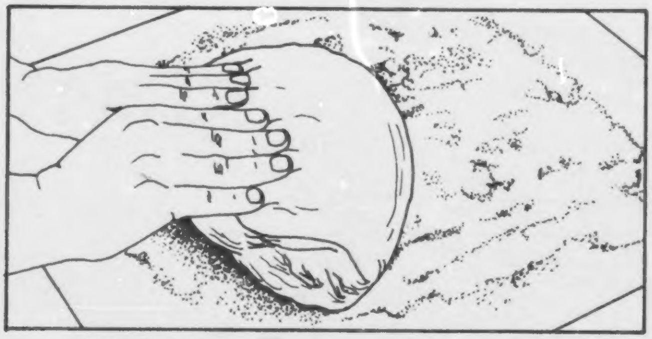


J. Round dough up into a ball

K. Knead dough five to ten minutes or until dough is smooth and elastic, using the steps listed below

   1. Fold dough shaped like a ball in half toward you (Figure 3)

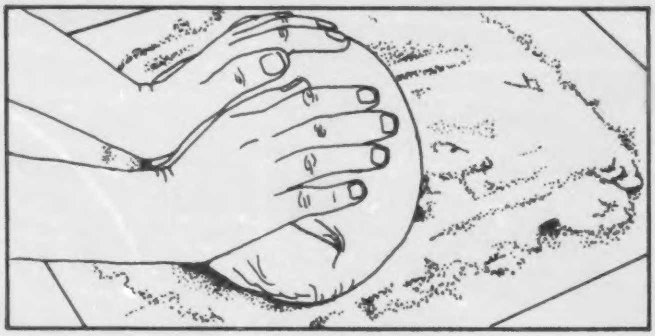
FIGURE 3



JOB SHEET #1

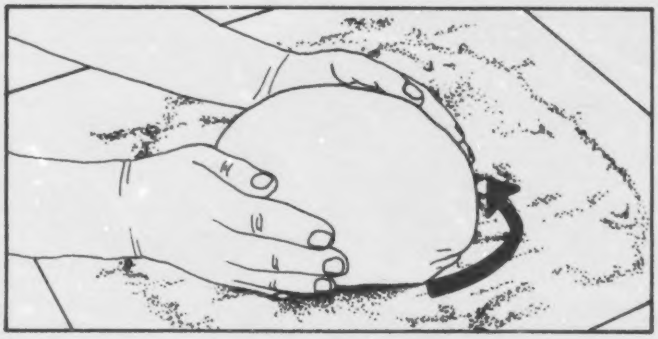
2. Push dough away from you with a rocking motion using heels of hands (Figure 4)

FIGURE 4



3. Turn dough one-quarter way around and repeat kneading procedures (Figure 5)

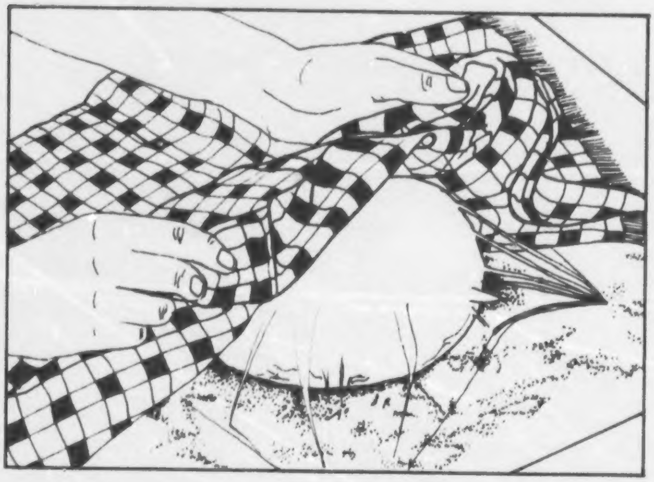
FIGURE 5



JOB SHEET #1

L. Cover with plastic wrap and then a towel (Figure 6)

FIGURE 6

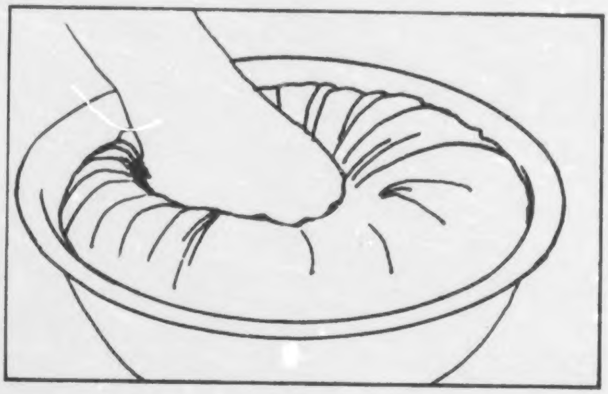


M. Let dough rest on board for 15 to 20 minutes

N. Remove plastic wrap

O. Punch down by pressing fist firmly into center of dough (Figure 7)

FIGURE 7



P. Remove from bowl and divide dough into two parts

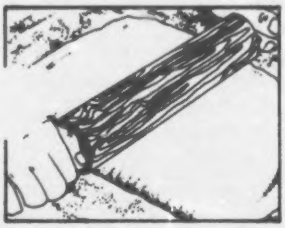
(NOTE: Half of dough will be used for a loaf and the remaining half for rolls.)

JOB SHEET #1

Q. Shape one part of dough into loaf using the following steps (Figure 8)

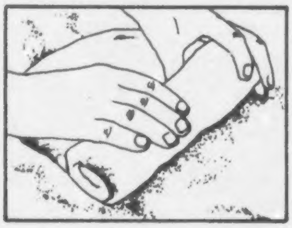
1. Place dough on lightly floured surface
2. Roll dough into a rectangle 1/2 inch thick

FIGURE 8



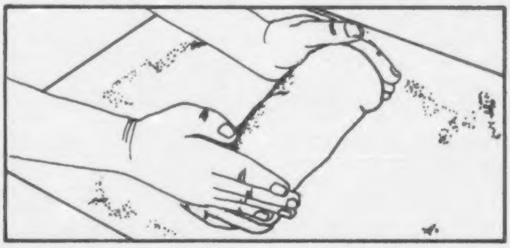
3. Roll dough towards you beginning with upper edge of dough (Figure 9)

FIGURE 9



4. Seal ends with thumbs or heel of hand (Figure 10)

FIGURE 10



5. Fold sealed ends under
6. Place loaf into greased pan seam side down
7. Brush surface of dough with oil

JOB SHEET #1

8. Cover pan loosely with waxed paper and then plastic wrap

9. Refrigerate two to forty-eight hours at moderately cold refrigerator setting

10. Remove pan from refrigerator approximately 1 1/2 to 2 hours before baking

    (NOTE: Time may vary with refrigerator temperature and room temperature.)

11. Uncover dough

12. Let stand until double original size

13. Preheat oven to 400°F

14. Puncture any surface bubbles with oiled toothpick just before baking

15. Bake for 35-40 minutes or until done

16. Remove from pan

17. Brush top crust with margarine

18. Cool on rack

19. Evaluate yeast bread

R. Shape remaining dough into rolls

1. Form rolls into desired shapes (Figure 11)

2. Place shaped rolls onto greased pan

3. Cover pan loosely with waxed paper and then plastic wrap

4. Refrigerate two to forty-eight hours at moderately cold refrigerator setting

5. Remove pans from refrigerator when ready to bake

6. Uncover dough

7. Let stand for ten minutes

8. Preheat oven to 400°F

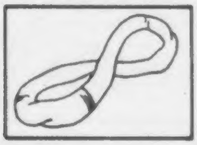
9. Puncture any surface bubbles with oiled toothpick just before baking

JOB SHEET #1

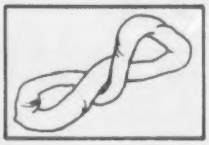
10. Bake for 12-15 minutes or until done
11. Remove from pan
12. Brush top crust with margarine
13. Cool on rack
14. Evaluate yeast bread

FIGURE 11

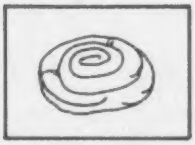
Figure 8



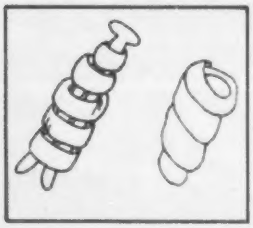
Twist



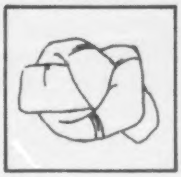
Snail



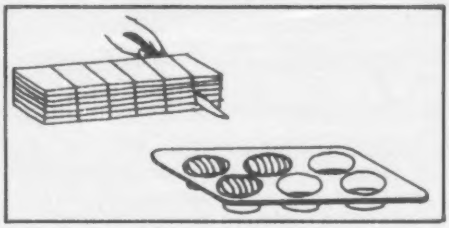
Clothespin Cruller



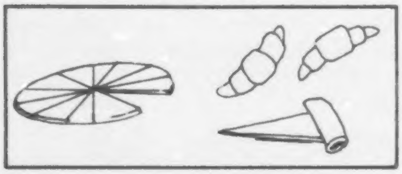
Knot



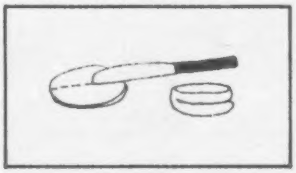
Butter Fluffs



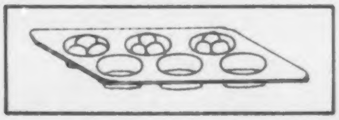
Crescent



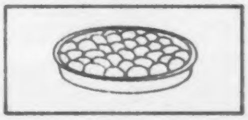
Parkerhouse



Cloverleaf



Pan



YEAST BREADS
UNIT III

TEST

NAME ______________________________ SCORE ______________

1. Match terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. Microscopic plant that produces carbon dioxide and serves as a leavening agent

_____b. Permitting carbon dioxide to develop in yeast dough as the dough doubles in size

_____c. Process of working dough with hands on a board to mix ingredients

_____d. Elastic protein substance in flour which gives the dough body

_____e. Breaking down of sugar into carbon dioxide and alcohol by yeast

1. Kneading
2. Gluten
3. Rising or proofing
4. Yeast
5. Fermenting

2. Select from the list below main nutrients contained in yeast breads by placing an "X" in the appropriate blanks.

_____a. Iron

_____b. Vitamin A

_____c. Carbohydrates

_____d. Calcium

_____e. B vitamins

_____f. Fats

_____g. Protein

_____h. Vitamin D

3. Match the basic ingredients used in preparing yeast breads on the right to their correct functions by placing the appropriate numbers in the blanks provided.

______a. Provides food for the yeast; retards gluten development; improves browning; improves flavor

______b. Provides gluten; provides starch

______c. Enhances flavor; delays the growth of yeast plants in yeast breads

______d. Is essential for starch to swell; is essential for gluten to develop

______e. Produces carbon dioxide gas which is held in the meshlike structure developed by the gluten

______f. Adds tenderness; improves the flavor; improves browning

______g. Improves flavor and color; develops tender texture and lightness; supplies protein

1. Flour
2. Liquid
3. Salt
4. Yeast
5. Fat
6. Egg
7. Sugar

4. Match the types of flour on the right to their correct characteristics by placing the appropriate numbers in the blanks provided.

______a. High in gluten

______b. Blend of white hard and soft wheat flours

______c. Nutty flavor

______d. All-purpose flour with salt and baking powder added

______e. Used primarily for breads

______f. Dark color

______g. Coarse texture

______h. Used when indicated on recipe

1. All-purpose
2. Self-rising
3. Whole wheat

5. Select from the list below factors that contribute to preparing quality yeast breads by placing an "X" in the appropriate blanks.

______a. Measure ingredients accurately

______b. Use low quality ingredients

______c. Understand functions of basic ingredients

______d. Use mixing utensils that have been refrigerated

______e. Bake bread only until done

______f. Preheat oven and be sure temperature is accurate

______g. Bake bread in any type of container

6. Arrange in order the eight basic steps in making yeast bread by placing a "1" before the first step, a "2" before the second step, and so on.

______a. Shape

______b. Punch down

______c. Mix

______d. Cool

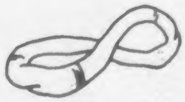
______e. Knead

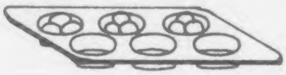
______f. Rise or proof

______g. Bake

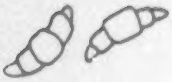
______h. Rise or proof

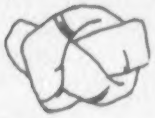
7. Identify the shapes of the yeast bread rolls shown below and on the following page by writing the correct names in the blanks provided.



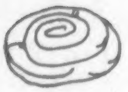


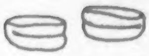
a. ______________________________ b. ______________________________



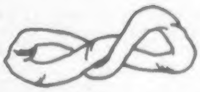


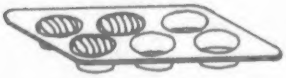
c. ______________________ d. ______________________



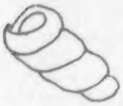


e. ______________________ f. ______________________





g. ______________________ h. ______________________



i. ______________________________

8. Select from the list below desirable characteristics of yeast bread by placing an "X" in the appropriate blanks.

_____a. Evenly shaped with humps and cracks

_____b. Tender and crisp crust

_____c. Soft, tender, moist texture with no tunnels

_____d. Flavor uncharacteristic of ingredients

_____e. Golden brown or darker color

_____f. Pleasant odor characteristic of ingredients

9. Match the unsatisfactory characteristics of yeast bread on the right to their causes. Place the appropriate number in the blanks provided. (Answers may be used more than once.)

_____a. Too stiff dough

_____b. Not kneaded enough

_____c. Added flour when shaping

_____d. Not enough flour

_____e. Too hot of an oven

_____f. Cooled too quickly

_____g. Poor technique in shaping

_____h. Yeast killed

_____i. Poor ingredients

_____j. Too much yeast

1. Poor volume
2. Sour taste
3. Harsh, crumbly, dry texture
4. Yeasty taste
5. Burned
6. Heavy texture
7. Cracked surface
8. Heavy, dark streaks
9. Coarse texture
10. Irregular shape

10. Name three uses of yeast bread in recipes.

    a. ______________________________

    b. ______________________________

    c. ______________________________

11. Compare costs of available bread forms.

12. Complete a time-work plan for preparing yeast bread.

13. Prepare a variety yeast bread product.

14. Evaluate yeast bread.

15. Demonstrate the ability to prepare yeast bread loaf or dinner rolls.

    (NOTE: If activities 11 through 15 have not been accomplished prior to the test, ask your instructor when they should be completed.)

YEAST BREADS
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 220.)

1. (5 points)

   a. 4

   b. 3

   c. 1

   d. 2

   e. 5

2. (8 points)

   a, c, e, g

3. (7 points)

   a. 7

   b. 1

   c. 3

   d. 2

   e. 4

   f. 5

   g. 6

4. (16 points)

a.	1	e.	3
b.	1	f.	3
c.	3	g.	3
d.	2	h.	2

5. (7 points)

   a, c, e, f

6. (16 points)

   a. 5
   b. 4
   c. 1
   d. 8
   e. 2
   f. 3 or 6
   g. 7
   h. 3 or 6

7. (18 points)

   a. Figure 8
   b. Cloverleaf
   c. Crescent (butterhorn)
   d. Knot
   e. Snail
   f. Parkerhouse
   g. Twist
   h. Butter fluff (fan tan)
   i. Clothespin cruller

8. (6 points)

   b, c, e, f

9. (14 points)

   a. 3
   b. 3, 6, 9
   c. 8

   d. 1, 9
   e. 5
   f. 7
   g. 10
   h. 1, 6
   i. 2
   j. 4

10. (3 points)

    Any three of the following:

    a. Dinner rolls
    b. Loaf bread
    c. Dessert rolls or breads
    d. Bread sticks
    e. Coffee cake
    f. Pizza

11. Evaluated to the satisfaction of the instructor (20 points)
12. Evaluated to the satisfaction of the instructor (20 points)
13. Evaluated to the satisfaction of the instructor (20 points)
14. Evaluated to the satisfaction of the instructor (20 points)
15. Performance skills evaluated to the satisfaction of the instructor (40 points)

FRUITS
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to select, prepare, and evaluate fruit products. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with fruits to the correct definitions.
2. Name purchasable forms of fruits.
3. Select from a list main nutrients contained in fruits.
4. Match fruit classifications to common fruits found in each.
5. Select from a list factors to consider when selecting fruits.
6. Select from a list principles of fruit preparation.
7. Name uses of fruits in recipes.
8. Compare costs of available fruit forms.
9. Prepare a fresh fruit recipe.
10. Prepare a cooked fruit recipe.
11. Evaluate prepared fruit product.

FRUITS
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Provide student with objective sheet.

B. Provide student with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Adapt materials for special needs student.

F. Arrange for student to visit local supermarket, produce warehouse, or fruit stand to view display of different types and forms of fruits available for purchase. Allow student to complete Assignment Sheet #1 to compare costs of available fruit forms during this visit.

G. Arrange for resource person from produce department to discuss prices and seasonal availability of fruits.

H. Demonstrate paring, peeling, and sectioning techniques of various fruits.

I. Perform experiment to demonstrate what happens to low-acid fruits when their cut surfaces are exposed to air. Obtain an apple, pear, or banana and cut into sections/pieces. Treat half the pieces with either a commercial anti-oxidant or lemon or orange juice. Leave the other pieces untreated. Compare color changes in treated and untreated fruit pieces.

J. Provide student with selected recipes or cookbooks to assist in completion of Assignment Sheets #2 and #3 to prepare a fresh fruit recipe and a cooked fruit recipe.

K. Duplicate and use Assignment Sheet #4 with Assignment Sheets #2 and #3 to evaluate fruit products.

L. Suggest that student prepare fruit recipes as part of a foods home experience.

M. Have student select a fruit and research primary nutrients and calories contained in that fruit.

N. Discuss information provided on labels of canned fruits.

O. Discuss calorie differences in canned fruits packed in water and those packed in sugar syrup.

P. Invite resource person to discuss canning procedures of fruits.

Q. Allow student to complete canning project of available fruit.

R. Encourage student to begin a recipe file on fruit recipes.

S. Allow student to make jelly from available fruit or fruit juice.

T. Invite resource person to demonstrate procedures in making a pineapple boat and/or watermelon basket.

U. Show filmstrip on fruits and vegetables from Tupperware Educational Services in the series entitled *Food for Life: The Basic Four.*

V. Show slides of fresh fruits available from Blue Goose, Inc.

W. Supplement unit with information from the Blue Goose *Buying Guide to Fresh Fruits, Herbs, and Nuts.*

X. Give test.

Y. Reteach if necessary.

II. Instructional materials:

- A. Objective sheet
- B. Information sheet
- C. Assignment sheets
  1. Assignment Sheet #1--Compare Costs of Available Fruit Forms
  2. Assignment Sheet #2--Prepare a Fresh Fruit Recipe
  3. Assignment Sheet #3--Prepare a Cooked Fruit Recipe
  4. Assignment Sheet #4--Evaluate Prepared Fruit Product
- D. Test
- E. Answers to test

III. Unit references:

A. Medved, Eva. *The World of Food*. Lexington, Massachusetts: Ginn and Co., 1977.

B. Cote, Patricia. *People, Food, and Science*. Lexington, Massachusetts: Ginn and Co., 1972.

C. White, Ruth Bennett. *Food and Your Future*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

D. Ray, Mary Frey, and Lewis, Evelyn Jones. *Exploring Professional Cooking*. Peoria, Illinois: Charles A. Bennett Co., Inc., 1976.

IV. Additional materials:

A. *Food for Life: The Basic Four.* Multimedia kit available from Tupperware Home Parties, Educational Services Dept. 78, P.O. Box 2353, Orlando, Florida 32802.

(NOTE: This kit is available on loan to Oklahoma teachers. Contact the Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.)

B. Meyer, William C. *The Buying Guide for Fresh Fruits, Herbs, and Nuts: It's Back to Basics!* 6th rev. ed. Fullerton, California: Blue Goose, Inc., 1976.

C. Blue Goose slides of fresh fruits, vegetables, herbs, and nuts.

(NOTE: The buying guide and slides are available from Blue Goose, Inc., Educational Department, P.O. Box 46, Fullerton, California 92632.)

FRUITS
UNIT IV

INFORMATION SHEET

I. Terms and definitions

A. Ascorbic acid--Chemical name for vitamin C

B. Carotene--Deep yellow or orange color pigment in fruit that can be converted by the body to vitamin A

C. Cellulose--Indigestible carbohydrate found in fruits which provides the roughage necessary for proper body elimination

(NOTE: Cellulose is softened by cooking in moist heat.)

D. Commercial anti-oxidant--Substance available for purchase that is used to treat cut surfaces of fruit to prevent them from turning dark; substance which retards the oxidation process

II. Purchasable forms of fruits

A. Frozen

B. Canned

C. Fresh

D. Dried

(NOTE: Dried or dehydrated fruits may require soaking before serving or cooking.)

III. Main nutrients contained in fruits

(NOTE: Nutrient contributions of fruits depend on the type of fruit, additions made to the fruit, and the method used to prepare it.)

A. Vitamin C (ascorbic acid)

(NOTE: Citrus fruits such as oranges, grapefruits, lemons, limes, cantaloupes, and strawberries supply vitamin C in the largest amounts.)

B. Vitamin A (carotene)

(NOTE: Deep yellow fruits such as pineapples, apricots, peaches, and yellow melons supply more carotene than those which are pale yellow or white.)

C. Iron

INFORMATION SHEET

D. Calcium

(NOTE: Fruits such as oranges, strawberries, cantaloupes, prunes, apricots, and figs are good sources of iron and calcium.)

IV. Fruit classifications

(NOTE: Fruits with similar characteristics are divided into groups or classes according to their shape, structure, and botanical nature.)

FRUIT CLASSIFICATIONS	COMMON FRUITS
A. Citrus	Oranges Grapefruits Tangerines Lemons Tomatoes
B. Berries	Blackberries Blueberries Cranberries Grapes Strawberries
C. Melons	Muskmelons Cantaloupes Watermelons Honeydews
D. Drupes (NOTE: Drupes are fruits containing a single seed surrounded by a fleshy edible portion.)	Peaches Nectarines Apricots Cherries Plums
E. Pomes (NOTE: Pomes are fruits containing a cluster of seeds surrounded by a firm, fleshy, edible portion.)	Apples Pears
F. Tropical	Bananas Plantains Mangos Pomegranates Pineapples Avocados

INFORMATION SHEET

V. Factors to consider when selecting fruits

A. Nutritive value

B. Intended use

(NOTE: Selecting fruit according to its intended use can prevent waste and save money.)

Examples: Inexpensive, overripe bananas can be purchased and used in preparing banana bread; small fruit can be purchased for table serving or to be stewed

C. Grade of fruit

(NOTE: Grades of fruit include U.S. Extra Fancy, U.S. Fancy, U.S. Extra No. 1, U.S. No. 1, and U.S. No. 2. Select the fruit grade that meets your needs.)

D. Fruits in season

(NOTE: Fruits in season are usually cheaper and of higher quality than fruits not in season.)

E. Quality of fruit

(NOTE: Good quality fresh fruits are free from blemishes, mold, and bruises. They are also crisp and firm. Labels on canned and frozen fruits provide information on quality and contents of the container.)

F. Ripeness of fruit

(NOTE: When selecting the ripeness of fruit to be purchased, consider the intended use as well as the length of time it will be kept before being used.)

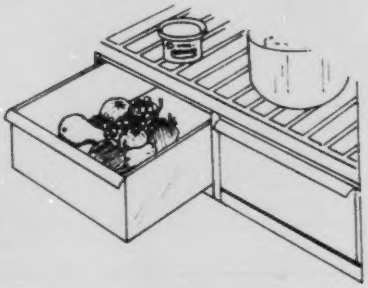
G. Quantity of fruit needed

(NOTE: When purchasing fresh fruit, buy only the quantity which can be used before spoilage sets in since fresh fruit deteriorates rapidly after ripening.)

INFORMATION SHEET

H. Storage available

(NOTE: Ripened fruits are perishable and should be stored in the fruit and vegetable drawer of the refrigerator to prevent rapid loss of moisture. Bananas are an exception. They should not be placed in the refrigerator after ripening because of the change in skin color from yellow to dark brown. Frozen fruit should be stored in the freezer as soon as possible after purchase. Canned fruits should be stored in a cool, dry place.)



I. Cost

VI. Principles of fruit preparation

A. Wash raw fruits thoroughly before eating

B. Sprinkle the cut surface of fruits which have a low acid content with acid fruit juice, such as lemon or orange, or commercial anti-oxidant to prevent discoloration

Examples of fruits low in acid content: Bananas, apples, pears

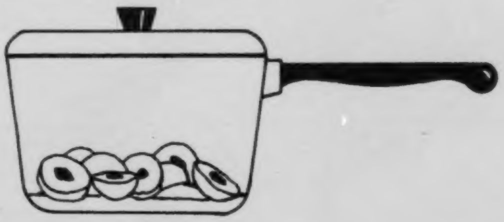
C. Cook fruits to provide interest and variety

D. Cook fruits in a sugar syrup to retain their shape and firm texture

(NOTE: Fruits cooked without sugar will soften and fall apart.)

E. Cover and store fruits as soon as possible after opening or preparing to preserve nutrients, especially vitamin C

F. Cook fruit in as little water as possible to preserve vitamins and minerals



INFORMATION SHEET

G. Cook hard fruits to soften cellulose

VII. Uses of fruits in recipes

(NOTE: There are a variety of uses for fruits. The most common uses are listed below.)

A. Pies

B. Salads

C. Cakes

D. Garnishes

E. Appetizers

F. Beverages

G. Ice creams

H. Sauces

I. Desserts

J. Jellies and jams

FRUITS
UNIT IV

ASSIGNMENT SHEET #1--COMPARE COSTS OF AVAILABLE FRUIT FORMS

NAME______________________________ SCORE ______________

Since fruit is available for purchase in many forms, it is necessary to decide which form will best meet your needs at the most economical price. Complete the following assignment by visiting a local supermarket or fruit stand and using advertisements or other available resources.

(NOTE: One medium-sized fresh fruit or 1/2 cup fruit equals one serving.)

FRUIT TYPE	FORM	SIZE OR WEIGHT	PURCHASED PRICE	PRICE PER SERVING
Apples	Fresh			
	Canned			
	Frozen			
	Dried			
Oranges	Fresh			
	Canned (mandarin)			
Pears	Fresh			
	Canned			
	Dried			
Grapefruit	Fresh			
	Canned (sections)			

ASSIGNMENT SHEET #1

FRUIT TYPE	FORM	SIZE OR WEIGHT	PURCHASED PRICE	PRICE PER SERVING
Pineapple	Fresh			
	Canned (sliced)			
	Canned (crushed)			
	Canned (chunks)			
Peaches	Fresh			
	Canned (halves)			
	Canned (slices)			
	Canned (water pack)			
	Canned (sugar syrup pack)			
	Frozen			
	Dried			
Strawberries	Fresh			
	Canned			
	Frozen (whole and without sugar)			
	Frozen (sliced, with sugar)			

ASSIGNMENT SHEET #1

FRUIT TYPE	FORM	SIZE OR WEIGHT	PURCHASED PRICE	PRICE PER SERVING
Apricots	Fresh			
	Canned			
	Dried			
Muskmelon	Fresh			
	Frozen			
Cherries	Fresh			
	Canned			
	Frozen			
Grapes, light seedless	Fresh			
	Canned			

Considering information obtained from the chart, number of servings obtained, product quality, and unit price, which form of each fruit would you select? Why would you make these selections?

1. Apples ______________________ Why? ______________________

____

____

____

2. Oranges ______________________ Why? ______________________

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ASSIGNMENT SHEET #1

3. Pears ______________________ Why? ______________________

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____

4. Grapefruit ______________________ Why? ______________________

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5. Pineapple ______________________ Why? ______________________

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____

____

6. Peaches ______________________ Why? ______________________

____

____

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7. Strawberries ______________________ Why? ______________________

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____

8. Apricots ______________________ Why? ______________________

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ASSIGNMENT SHEET #1

9. Muskmelon ______________________ Why? ______________________

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10. Cherries ______________________ Why? ______________________

____

____

____

11. Grapes ______________________ Why? ______________________

____

____

____

FRUITS
UNIT IV

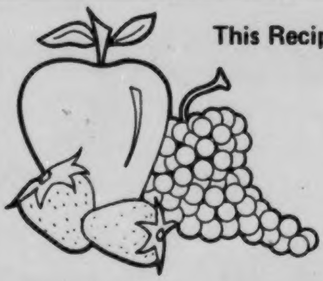
ASSIGNMENT SHEET #2--PREPARE A FRESH FRUIT RECIPE

NAME________________________________ SCORE ______________

Fruits are seasonal foods. Many of them are grown only in specific parts of the country at certain times of the year. Modern refrigeration has made possible the rapid transportation and availability of highly perishable foods to markets all over the country. In most parts of the United States a good supply of fresh fruits can be bought at any time.

Most ripe fruits are delicious eaten raw and require very little preparation for serving. Fresh fruits should be washed and/or peeled before eating. Fruits requiring any special treatment at all include only those with a low acid content. The cut surface of low acid fruits such as bananas, apples, and pears can be sprinkled with acid fruit juice such as lemon or orange or a commercial anti-oxidant to prevent discoloration. All fruits should be covered and stored as soon as possible after opening or preparing to preserve vitamins.

Fresh fruit can be prepared and served as appetizers, salads, beverages, and even ice creams. Select a recipe that utilizes fresh fruit. Use the following space to copy your recipe and preparation instructions. Complete the time-work plan on the back of this assignment sheet and prepare the recipe according to instructions. Evaluate the product.



This Recipe is for ________________________

Ingredients

____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

Preparation Instructions: ________________________

____

____

____

____

____

____

____

ASSIGNMENT SHEET #2

TIME-WORK PLAN

Name ______________________

Food to be Prepared: ______________

Kitchen ______________________

Food Supplies Needed:

Utensils Needed:

Order of Work	Time in Minutes
1.	
2.	
3.	
4.	
5.	
6.	
7.	

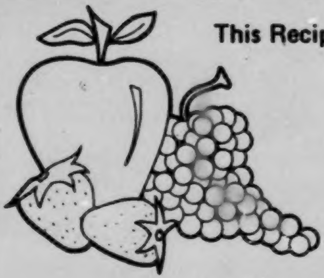
FRUITS
UNIT IV

ASSIGNMENT SHEET #3--PREPARE A COOKED FRUIT RECIPE

NAME____ SCORE ________________

Raw fruits are cooked to provide interest and variety as well as to soften cellulose of hard fruits. Raw fruits are often cooked by simmering, stewing, or baking and are served as desserts, sauces, pies, or cakes. The method of cooking will determine the texture of the cooked fruit. Fruits cooked in a sugar syrup will retain their shape and firm texture, while fruits cooked without sugar will soften and fall apart. Fruit should be cooked in as little water as possible to preserve vitamins and minerals.

Select a recipe for cooked fruit. Use the following space to copy your recipe and preparation instructions. Complete the time-work plan on the back of this assignment sheet and prepare the recipe according to instructions. Evaluate the product.



This Recipe is for ____

Ingredients

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

Preparation Instructions: ____

____
____
____
____
____
____
____

ASSIGNMENT SHEET #3

TIME-WORK PLAN

Name ____________________

Food to be Prepared: ____________________

Kitchen ____________________

Food Supplies Needed:

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

Utensils Needed:

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

	Order of Work	Time in Minutes
1.		
2.		
3.		
4.		
5.		
6.		
7.		

FRUITS
UNIT IV

ASSIGNMENT SHEET #4--EVALUATE PREPARED FRUIT PRODUCT

NAME ______________________ SCORE ____________

Rate the characteristics of your fruit product as follows:

Excellent	5 points
Good	3 points
Fair	1 point

		POINTS
Appearance	Pleasing to the eye, attractively served, original fruit color retained if fruit is not cooked	______
Flavor	Pleasant, characteristic of fruit used	______
	My Points	______
	Possible Points	10

1. If preparing this fruit product again, what would you do differently?

____

____

____

2. What was the most difficult part of preparing this fruit product?

____

____

____

3. List nutrients provided by each ingredient in recipe(s) prepared.

____

____

____

ASSIGNMENT SHEET #4

4. How much did it cost to prepare this fruit product? List ingredients and their costs.

5. If possible to purchase a similar commercially prepared product, how much would it have cost?________________

6. Would you prepare this fruit product again?__________ Explain your answer.

FRUITS
UNIT IV

TEST

NAME_______________________________ SCORE______________

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. Indigestible carbohydrate found in fruits which provides the roughage necessary for proper body elimination

_____b. Chemical name for vitamin C

_____c. Substance available for purchase that is used to treat cut surfaces of fruit to prevent them from turning dark; substance which retards the oxidation process

_____d. Deep yellow or orange color pigment in fruit that can be converted by the body to vitamin A

1. Ascorbic acid
2. Commercial anti-oxidant
3. Cellulose
4. Carotene

2. Name four purchasable forms of fruits.

a. ____

b. ____

c. ____

d. ____

3. Select from the list below the main nutrients contained in fruits by placing an "X" in the appropriate blanks.

_____a. Protein

_____b. Iron

_____c. Vitamin A

_____d. Vitamin B

_____e. Vitamin C

_____f. Calcium

4. Match the fruit classifications on the right to the common fruits found in each by placing the appropriate numbers in the blanks provided.

______a. Blackberries, blueberries, cranberries, grapes, strawberries

______b. Oranges, grapefruits, tangerines, lemons, tomatoes

______c. Bananas, plantains, mangos, pomegranates, pineapples, avocados

______d. Peaches, nectarines, apricots, cherries, plums

______e. Muskmelons, cantaloupes, watermelons, honeydews

______f. Apples, pears

1. Tropical
2. Drupes
3. Berries
4. Pomes
5. Melons
6. Citrus

5. Select from the list below factors to consider when selecting fruits by placing an "X" in the appropriate blanks.

______a. Intended use

______b. Storage available

______c. Number of products on fruit counter

______d. Quality of fruit

______e. Display of fruit

______f. Fruits in season

______g. Grade of fruit

______h. Quantity of fruit needed

______i. Trucking firm responsible for delivering fruit to marketplace

______j. Ripeness of fruit

6. Select from the list below principles of fruit preparation by placing an "X" in the appropriate blanks.

______a. Prepare fresh fruit several days before serving

______b. Cook fruits in a sugar syrup to retain their shape and firm texture

______c. Wash raw fruits thoroughly before eating

______d. Cook fruit at low temperature as long as possible to preserve vitamins and minerals ______e. Cook fruit in as little water as possible to preserve vitamins and minerals

______f. Sprinkle the cut surface of fruits which have a low acid content with acid fruit juice, such as lemon or orange, or commercial anti-oxidant to prevent discoloration

______g. Cover and store fruits as soon as possible after opening or preparing to preserve nutrients, especially vitamin C

______h. Cook fruit in water at high temperatures

______i. Cook fruits to provide interest and variety

7. Name five uses of fruits in recipes.

a. ____

b. ____

c. ____

d. ____

e. ____

8. Compare costs of available fruit forms.

9. Prepare a fresh fruit recipe.

10. Prepare a cooked fruit recipe.

11. Evaluate prepared fruit product.

(NOTE: If activities 8-11 have not been accomplished prior to the test, ask your instructor when they should be completed.)

FRUITS
UNIT IV

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 120.)

1. (4 points)
   - a. 3
   - b. 1
   - c. 2
   - d. 4
2. (4 points)
   - a. Frozen
   - b. Canned
   - c. Fresh
   - d. Dried
3. (6 points)

   b, c, e, f
4. (12 points)
   - a. 3
   - b. 6
   - c. 1
   - d. 2
   - e. 5
   - f. 4

5. (10 points)

   a, b, d, f, g, h, j

6. (9 points)

   b, c, e, f, g, i

7. (5 points)

   Any five of the following:

   a. Pies
   b. Salads
   c. Cakes
   d. Garnishes
   e. Appetizers
   f. Beverages
   g. Ice creams
   h. Sauces
   i. Desserts
   j. Jellies and jams

8. Evaluated to the satisfaction of the instructor (20 points)

9. Evaluated to the satisfaction of the instructor (20 points)

10. Evaluated to the satisfaction of the instructor (20 points)

11. Evaluated to the satisfaction of the instructor (10 points)

VEGETABLES
UNIT V

UNIT OBJECTIVE

After completion of this unit, the student should be able to select, compare, prepare, and evaluate vegetables. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with vegetables to the correct definitions.
2. Name purchasable forms of vegetables.
3. Select from a list main nutrients contained in vegetables.
4. Select from a list ways vegetables are classified.
5. Name factors to consider when selecting vegetables.
6. Name cooking methods used in preparing vegetables.
7. Select from a list rules for cooking vegetables.
8. Match color families to the correct methods for cooking vegetables.
9. Name uses of vegetables in recipes.
10. Compare costs of available vegetable forms.
11. Prepare a fresh vegetable.
12. Prepare a canned vegetable.
13. Prepare a frozen vegetable.
14. Compare quality of prepared fresh, frozen, and canned vegetables.
15. Prepare a vegetable recipe.
16. Evaluate prepared vegetable.

VEGETABLES
UNIT V

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

  A. Provide student with objective sheet.

  B. Provide student with information and assignment sheets.

  C. Discuss unit and specific objectives.

  D. Discuss information and assignment sheets.

  E. Adapt materials for special needs student.

  F. Arrange for student to visit supermarket and/or produce warehouse to observe display of a variety of vegetables and to assist in completion of Assignment Sheet #1.

  G. Allow student to select one vegetable and research it thoroughly to identify its nutritive and caloric value.

  H. Duplicate Assignment Sheet #7 and use as desired to evaluate products in Assignment Sheets #2 through #6.

  I. Arrange for resource person to speak to class about costs and techniques in gardening.

  J. Allow student to complete vegetable canning projects as part of a foods home experience.

  K. Demonstrate techniques in cooking canned, fresh, and frozen vegetables as outlined in Assignment Sheets #2 through #4.

  L. Encourage student to prepare vegetables and/or vegetable recipes as part of a foods home experience.

  M. Have student begin a vegetable recipe file.

  N. Provide student with selected recipes or cookbooks to assist in completion of Assignment Sheets #2, #3, #4, and #6.

  O. Allow student to plant and grow a garden as a part of a foods home experience.

  P. Have a tasting party. Prepare an assortment of vegetables and allow students to taste vegetables that they may not have eaten before.

Q. Demonstrate the effect of acid on red vegetables. Open a can of beets. Drain. Reserve one of the beets and slice the rest into a mixture of equal parts of vinegar and sugar. Let stand about 1/2 hour. Compare the color with the beet not placed in the vinegar.

R. Play a spell-down game naming vegetables. Choose sides. Name a nutrient, such as vitamin A, vitamin C, or iron. Students are to answer at once with the correct name of a vegetable which is a good source of the nutrient. If students are unable to answer, they are "down." A vegetable may be named only once.

S. Show student filmstrip on fruits and vegetables from Tupperware Educational Services in the series entitled *Food for Life: The Basic Four.*

T. Supplement unit with information from Campbell Soup Company Educational Services "What's Cooking in Vegetable Land?".

U. Demonstrate proper procedures in paring and cutting vegetables.

V. Allow student to construct a collage illustrating different vegetable classifications to assist in teaching objective #4.

W. Supplement unit with NASCO filmstrip and activity on garnishes.

X. Give test.

Y. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Compare Costs of Available Vegetable Forms
2. Assignment Sheet #2--Prepare a Fresh Vegetable
3. Assignment Sheet #3--Prepare a Canned Vegetable
4. Assignment Sheet #4--Prepare a Frozen Vegetable
5. Assignment Sheet #5--Compare Quality of Prepared Fresh, Frozen, and Canned Vegetables
6. Assignment Sheet #6--Prepare a Vegetable Recipe
7. Assignment Sheet #7--Evaluate Prepared Vegetable

D. Test

E. Answers to test

III. Unit references:

A. Medved, Eva. *The World of Food*. Lexington, Massachusetts: Ginn and Co., 1977.

B. Ray, Mary Frey, and Lewis, Evelyn Jones. *Exploring Professional Cooking*. Peoria, Illinois: Charles A. Bennett Co., 1976.

C. Barclay, Marion S. et al. *Teen Guide to Homemaking*. 3rd ed. New York: McGraw-Hill Book Co./ Webster Div., 1972.

D. Cote, Patricia. *People, Food, and Science*. Lexington, Massachusetts: Ginn and Co., 1972.

E. White, Ruth Bennett. *Food and Your Future*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

IV. Additional materials:

A. *Food for Life: The Basic Four.* Multimedia kit available from Tupperware Home Parties, Educational Services Dept. 78, P.O. Box 2353, Orlando, Florida 32802.

(NOTE: This kit is available on loan to Oklahoma teachers. Contact the Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.)

B. "All About Garnishes." Filmstrip and activity available from NASCO, 901 Jamesville Avenue, Fort Atkinson, Wisconsin 53538.

C. *What's Cooking in Vegetable Land?* Campbell Soup Company Educational Services.

VEGETABLES
UNIT V

INFORMATION SHEET

I. Terms and definitions

   A. Cellulose--Indigestible carbohydrate found in vegetables which provides the roughage necessary for proper elimination

      (NOTE: Cellulose is softened by cooking in moist heat.)

   B. Carotene--Deep yellow or orange color pigment in vegetables that can be converted by the body to vitamin A

   C. Vegetable--Stem, root, flower, leaf, or seed portions of plants which may be used for food

   D. Chlorophyll--Green coloring in plants

   E. Garnish--Food used to decorate another food

   F. Blemish--Dark spot on fresh vegetables

II. Purchasable forms of vegetables

   A. Fresh

   B. Frozen

   C. Canned

   D. Pickled

   E. Dried

      (NOTE: Dried vegetables may require soaking in water before cooking.)

III. Main nutrients contained in vegetables

   A. Vitamin A

      (NOTE: Dark green and bright yellow vegetables are high in vitamin A.)

      Examples of vegetables high in vitamin A: Broccoli, spinach, sweet potatoes, carrots, squash

   B. Vitamin C

      (NOTE: Most vegetables contain this vitamin, but some are higher sources of it than others.)

      Examples of vegetables high in vitamin C: Broccoli, green peppers, tomatoes, raw cabbage

INFORMATION SHEET

C. Vitamin B

Examples of vegetables high in vitamin B: Lima beans, peas, other seed vegetables

D. Calcium

(NOTE: Leafy green vegetables are rich in calcium.)

E. Iron

(NOTE: Leafy green vegetables are rich in iron.)

F. Carbohydrates

(NOTE: Carbohydrates in vegetables include cellulose, starch, and sugar.)

Examples of vegetables high in carbohydrates: Beans, corn, potatoes

(NOTE: Nutrient contributions of vegetables depend on such variables as variety, growing conditions, methods of storage, marketing, and preparation.)

IV. Vegetable classifications

A. Parts of plant

(NOTE: Vegetables are classified according to the part of the plant that is eaten.)

Examples: Roots, (potatoes, beets, carrots); stems (asparagus, celery, mushrooms); leaves (cabbage, brussel sprouts, lettuce); flowers (broccoli, cauliflower); seeds (peas, lima beans)

B. Color

(NOTE: Vegetables containing the same chemicals are often grouped together. Color gives a clue to nutrients contained in the vegetables as well as to the cooking method to be used.)

Examples: White (cauliflower, potatoes, white turnips); yellow (carrots, some squash, sweet potatoes); red (beets, red cabbage, red peppers); green (broccoli, asparagus, peas)

C. Flavor

Examples: Strong--Onion, cabbage, broccoli, turnips
Mild--Green beans, green peas, corn, potatoes

INFORMATION SHEET

V. Factors to consider when selecting vegetables

A. Nutritive value

B. Quality of vegetable

(NOTE: Good quality fresh vegetables are firm, crisp, tender, mature, and have color characteristic of fresh vegetables. They are also free from blemishes, mold, and bruises. Labels on frozen and canned vegetables provide information on quality and contents of container.)

C. Grade of vegetable

(NOTE: Vegetables range in grade from Grade A or Fancy, Grade B or Extra Standard, Grade C or Standard to Grade D or Sub-standard. Select vegetable grade to meet your needs.)

D. Intended use

(NOTE: Vegetable selection made considering its potential use can save waste and money.)

Example: Inexpensive quality or grades of vegetables can be purchased and used in making soups and stews

E. Vegetables in season

(NOTE: Vegetables in season are usually cheaper and of higher quality than vegetables not in season.)

F. Ripeness of vegetable

(NOTE: When selecting the ripeness of vegetable to be purchased, consider the intended use as well as the length of time it will be kept before being used.)

G. Storage available

(NOTE: Ripened vegetables are perishable and should be stored in the fruit and vegetable drawer of the refrigerator to prevent rapid loss of moisture. Frozen vegetables should be picked up last before going to the check-out stand and stored in the freezer as soon as possible after purchase. Canned vegetables should be stored in a cool, dry place.)

H. Cost

I. Quantity needed

(NOTE: When purchasing fresh vegetables, buy only the quantity which can be used before spoilage sets in since fresh vegetables deteriorate rapidly after ripening.)

INFORMATION SHEET

VI. Cooking methods used in preparing vegetables

A. Boil

B. Simmer

C. Steam

D. Fry

E. Deep fat fry

F. Braise

G. Stir fry

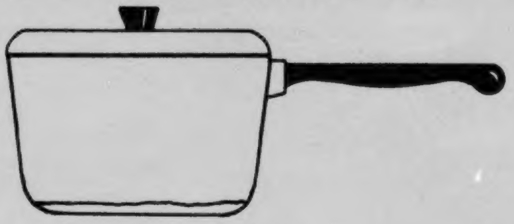
H. Bake

(NOTE: While boiling and steaming are the most common cooking methods, different recipes call for different methods and variations of cookery. Methods may be adjusted to different situations.)

VII. Rules for cooking vegetables

A. Use little or no water

(NOTE: If water is necessary, it should be boiling when vegetables are added. If possible, use a straight-sided pan with a well-fitting lid.)



B. Cook vegetables as quickly as possible and only until tender

(CAUTION: Beware of overcooking!)

0
5
10
15
20
25
30
35
40
45
50
55

INFORMATION SHEET

C. Cook vegetables in salted water to improve the color of green vegetables and flavor of all vegetables

D. Cook bright green vegetables without a lid for the first few minutes

(NOTE: This protects the color in green vegetables and prevents them from turning a dull green color).

E. Cook vegetables to provide interest and variety in eating

F. Cook hard vegetables to soften the cellulose

G. Wash raw vegetables thoroughly before eating

H. Pare or cut raw vegetables just before cooking

I. Use or save cooking liquids to be used in gravies, soups, or sauces

J. Serve vegetables as soon as possible to prevent loss of color, flavor, and food value

K. Cover and store vegetables as soon as possible after opening or preparing to preserve nutrients

VIII. Color families and cooking methods

(NOTE: Color of vegetable influences cooking method to be used.)

A. Yellow--Use any cooking process

(NOTE: Carotene cannot be destroyed by heat or exposure to air, so yellow vegetables keep their bright color through any cooking process.)

INFORMATION SHEET

B. White--Requires special care to prevent discoloring

(NOTE: Cover potatoes with salt water until they are to be cooked. Cook until tender in a covered pan with just enough salty water to cover vegetables. Cook cauliflower, onions, and turnips in small pieces, uncovered, and in large amounts of water just until tender.)

C. Red/purple--Contains substance that turns blue when cooked in water; add acids to brighten and deepen natural color

(NOTE: Tomatoes, which are naturally acidic, do not lose their color in cooking.)

D. Green--Cook uncovered in small amount of water for the first few minutes so chlorophyll will not be affected by heat

(CAUTION: Do NOT add soda because it destroys nutritive value.)

(NOTE: Yellow, red, and white vegetables are more easily held at serving temperature for a longer time than green vegetables in which chlorophyll turns from bright green to dull green.)

IX. Uses of vegetables in recipes

(NOTE: There are a variety of uses for vegetables. The most common uses are listed below.)

A. Casseroles

B. Fondues

C. Meat loaves and other main dishes

D. Appetizers

E. Soups

F. Beverages

G. Salads

H. Garnishes

I. Breads

J. Desserts

K. Main dish accompaniment

VEGETABLES
UNIT V

ASSIGNMENT SHEET #1--COMPARE COSTS OF AVAILABLE VEGETABLE FORMS

NAME ______________________________ SCORE ______________

Modern technology has made vegetables available for purchase in many forms. Consumers consider several factors when deciding what vegetable form will meet their needs at the most economical price. Complete the following assignment by visiting a local supermarket or vegetable stand and by using advertisements or other available resources.

VEGETABLE TYPE	FORM	WEIGHT IN OUNCES	TOTAL PRICE	PRICE PER OUNCE
Corn	Fresh			
	Canned: Cream style			
	White sweet			
	Whole kernel			
	Frozen: Cream style			
	White sweet			
	Whole kernel			
	Niblets in butter sauce			
	On the cob			
Green beans	Fresh			
	Frozen			
	Canned: Whole			
	French style			

ASSIGNMENT SHEET #1

VEGETABLE TYPE	FORM	WEIGHT IN OUNCES	TOTAL PRICE	PRICE PER OUNCE
Bell peppers	Fresh			
	Dried			
Carrots	Fresh			
	Canned			
	Frozen: Sliced			
	Sliced in butter sauce			
Onions	Fresh: Green			
	Red			
	Yellow			
	White			
	Dried			
	Canned (small whole)			
Spinach	Fresh			
	Canned			
	Frozen			
	Frozen in butter sauce			
Potatoes (white)	Fresh			
	Frozen: French fries			
	Hash browns			
	Canned			
	Instant/dehydrated			

ASSIGNMENT SHEET #1

VEGETABLE TYPE	FORM	WEIGHT IN OUNCES	TOTAL PRICE	PRICE PER OUNCE
Asparagus	Fresh			
	Frozen			
	Frozen in butter sauce			
	Canned			
Okra	Fresh			
	Canned			
	Frozen			
	Frozen breaded			
Mushrooms	Fresh			
	Canned			
	Frozen			
	Frozen in butter sauce			

Considering the charted information, number of servings obtained, quality, and unit price, which vegetable forms would you select? Why would you make these selections?

1. Corn ____________________ Why? ______________________________

____

____

____

2. Green beans ____________________ Why? ______________________________

____

____

____

ASSIGNMENT SHEET #1

3. Bell peppers ____________________ Why? ____________________

____

____

____

4. Carrots ____________________ Why? ____________________

____

____

____

5. Onions ____________________ Why? ____________________

____

____

____

6. Spinach ____________________ Why? ____________________

____

____

____

7. Potatoes ____________________ Why? ____________________

____

____

____

8. Asparagus ____________________ Why? ____________________

____

____

____

9. Okra ____________________ Why? ____________________

____

____

____

ASSIGNMENT SHEET #1

10. Mushrooms ______________________ Why? __________________________

____

____

____

VEGETABLES
UNIT V

ASSIGNMENT SHEET #2--PREPARE A FRESH VEGETABLE

NAME ______________________________ SCORE ______________

In most parts of the United States a good supply of fresh vegetables is available. This availability is due to modern refrigeration and transportation facilities which provide fresh vegetables in any season. Because of this availability it is necessary to be aware of techniques used in preparing fresh vegetables.

GENERAL RULES FOR PREPARING FRESH VEGETABLES FOR COOKING:

1. Wash all vegetables thoroughly before serving or cooking.

   (NOTE: Vegetables should not be left to soak in water because some nutrients are water soluble. [The exception to this rule is the soaking of white vegetables to prevent discoloration.] Lift vegetables out of water with a salad basket or colander so sand and grit will sift to the bottom.)

2. Scrub, pare, or scrape root and stem vegetables as needed.

3. Remove blemishes with sharp knife.

4. Snap beans, shuck peas, or husk corn.

5. Check for insects and worms.

6. Slice, quarter, dice, chop, or cut vegetables julienne style so they will cook evenly.

Fresh vegetables can be prepared and served as appetizers, salads, or accompaniments to main dishes. Select a recipe that utilizes fresh vegetables. Use the recipe card on the back of this assignment sheet to copy your recipe and preparation instructions. Complete the time-work plan and prepare the recipe according to instructions. Evaluate the product.

ASSIGNMENT SHEET #2

This Recipe is for ______________________

Ingredients

Preparation Instructions: ______________________

ASSIGNMENT SHEET #2

TIME-WORK PLAN

Name ____________________

Food to be Prepared: ____________________

Kitchen ____________________

Food Supplies Needed:

Utensils Needed:

Order of Work	Time in Minutes
1.	
2.	
3.	
4.	
5.	
6.	
7.	

VEGETABLES
UNIT V

ASSIGNMENT SHEET #3--PREPARE A CANNED VEGETABLE

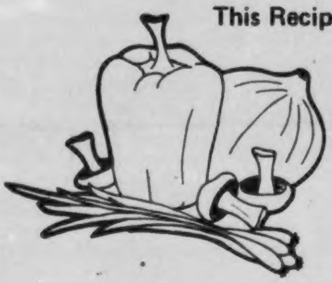
NAME ______________________________ SCORE ______________

Vegetables selected for canning are usually of high quality and represent produce canned at the peak of the growing season. When purchasing canned vegetables, you have the opportunity to select the desired grade, quality, and style of cut.

Follow these procedures so that canned vegetables will retain their nutrients and quality.

1. Pour off the liquid into a saucepan.
2. Boil the liquid until it is reduced by one-half.
3. Add the vegetables and the seasonings to the remaining liquid.
4. Heat the vegetables with chopped parsley, mint, butter, paprika, sesame seeds, cheese sauce, or toasted nuts to serving temperature.

Select a canned vegetable and prepare using the above directions or select a recipe using canned vegetable(s) and prepare accordingly. Use the following space to copy your recipe and preparation instructions if a recipe is used. Complete the time-work plan on the back of this assignment sheet and prepare the recipe according to instructions. Evaluate the product.



This Recipe is for ______________________________

Ingredients

______________ ______________

______________ ______________

______________ ______________

______________ ______________

______________ ______________

Preparation Instructions: ______________________________

____

____

____

____

____

____

____

ASSIGNMENT SHEET #3

TIME-WORK PLAN

Name ______________________

Food to be Prepared: ______________________

Kitchen ______________________

Food Supplies Needed:

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Utensils Needed:

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Order of Work	Time in Minutes
1.	
2.	
3.	
4.	
5.	
6.	
7.	

VEGETABLES
UNIT V

ASSIGNMENT SHEET #4--PREPARE A FROZEN VEGETABLE

NAME ______________________________ SCORE ______________

Frozen vegetables come in a variety of forms. They may be frozen alone or with different sauces, such as butter or cream sauce. Frozen vegetables may also be purchased with different vegetables combined in one package, such as mixed vegetables, peas with pearl onions, or corn with pimiento. Another variable to consider when purchasing frozen vegetables is the way they are packaged, such as frozen in a box, bag, or cooking pouch.

When purchasing frozen vegetables, study the label to determine product quality, quantity, and style of cut. Only solidly frozen vegetables should be purchased and they should be stored at 0°F until they are cooked.

Follow these procedures so that frozen vegetables will retain their nutrients and quality:

1. Season and heat small amount of water to boiling temperature.
2. Place frozen vegetables into boiling water while still frozen.
3. Heat only to serving temperature.

   (NOTE: Frozen vegetables in a cooking pouch should be prepared in boiling water according to package directions.)

Select a frozen vegetable and prepare using the above directions or select a recipe using frozen vegetable(s) and prepare accordingly. Use the recipe card on the back of this assignment sheet to copy your recipe and preparation instructions if a recipe is used. Complete the time-work plan and prepare the vegetable or recipe according to instructions. Evaluate the product.

ASSIGNMENT SHEET #4

This Recipe is for ______________________________

Ingredients

____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Preparation Instructions: ______________________________

____

____

____

____

____

____

____

ASSIGNMENT SHEET #4

TIME-WORK PLAN

Name ______________________________

Food to be Prepared: ____________________

Kitchen ______________________________

Food Supplies Needed:

Utensils Needed:

	Order of Work	Time in Minutes
1.		
2.		
3.		
4.		
5.		
6.		
7.		

VEGETABLES
UNIT V

ASSIGNMENT SHEET #5--COMPARE QUALITY OF PREPARED FRESH, FROZEN, AND CANNED VEGETABLES

NAME ______________________________ SCORE ______________

Vegetables are commonly available in a variety of forms. Consumers should consider nutritive value, quality, grade, intended use, availability, cost, quantity, and storage space available when deciding what vegetable form to purchase.

Prepare each of the following vegetables and evaluate them according to color, flavor, texture, and cost per ounce. Rate the characteristics of the prepared vegetables by writing "excellent," "good," or "fair", in the blanks provided.

VEGETABLE TYPE	FORM	COLOR	FLAVOR	TEXTURE	COST PER OUNCE
Corn	Frozen				
	Fresh				
	Canned				
	Frozen in butter sauce				
Green beans	Fresh				
	Canned whole				
	Canned French style				
Carrots	Fresh				
	Canned				
	Frozen sliced				
	Frozen sliced in butter sauce				

ASSIGNMENT SHEET #5

Select the one vegetable form in each category that you feel is the highest quality product based on the information in the chart and your personal opinion.

1. Corn ______________________________

   Why would you make this selection? ______________________________

   ____

   ____

   ____

2. Green beans ______________________________

   Why would you make this selection? ______________________________

   ____

   ____

   ____

3. Carrots ______________________________

   Why would you make this selection? ______________________________

   ____

   ____

   ____

VEGETABLES
UNIT V

ASSIGNMENT SHEET #6--PREPARE A VEGETABLE RECIPE

NAME ______________________________ SCORE ______________

Vegetables can be prepared and served in casseroles, breads, desserts, fondues, soups, salads, beverages, appetizers, or in main dishes.

Select a vegetable recipe. Use the following space to copy your recipe and preparation instructions. Complete the time-work plan on the back of this assignment sheet and prepare the recipe according to instructions. Evaluate product.

This Recipe is for ______________________________

Ingredients

Preparation Instructions: ______________________________

ASSIGNMENT SHEET #6

TIME-WORK PLAN

Name ______________________________

Food to be Prepared: ______________________

Kitchen ______________________________

Food Supplies Needed:

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

Utensils Needed:

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

Order of Work	Time in Minutes
1. ____________________	____________________
2. ____________________	____________________
3. ____________________	____________________
4. ____________________	____________________
5. ____________________	____________________
6. ____________________	____________________
7. ____________________	____________________

VEGETABLES
UNIT V

ASSIGNMENT SHEET #7--EVALUATE PREPARED VEGETABLE

NAME ______________________________ SCORE ______________

Rate the characteristics of your vegetable or vegetable product as follow:

Excellent	5 points
Good	3 points
Fair	1 point

		POINTS
Texture	Vegetables are proper texture for prepared product	_____
Taste	Vegetables are flavorful and pleasant to taste Seasonings or sauces complement (not dominate) the natural flavor of the vegetables	_____
Color	Vegetables have retained their original colors	_____
	My points	_____
	Possible points	15

1. If preparing this vegetable product again, what would you do differently?

____

____

____

2. What was the most difficult part of preparing this vegetable product?

____

____

____

3. List nutrients provided by each ingredient in recipe(s) prepared.

____

____

____

ASSIGNMENT SHEET #7

4. How much did it cost to prepare this vegetable product? ______________________

   List ingredients and their costs. ______________________________________

   ____

   ____

   ____

5. If possible to purchase a similar commercially prepared product, how much would it have cost? ____

6. Would you prepare this vegetable product again? ___________________________

   Explain your answer. ____

   ____

   ____

   ____

   ____

   ____

VEGETABLES
UNIT V

TEST

NAME ______________________ SCORE ____________

1. Match the terms on the right to the correct definitions by placing the appropriate numbers in the blanks provided.

_____a. Indigestible carbohydrate found in vegetables which provides the roughage necessary for proper elimination

_____b. Food used to decorate another food

_____c. Deep yellow or orange color pigment in vegetables that can be converted by the body to vitamin A

_____d. Stem, root, flower, leaf, or seed portions of plants which may be used for food

_____e. Dark spot on fresh vegetables

_____f. Green coloring in plants

1. Carotene
2. Blemish
3. Vegetable
4. Garnish
5. Chlorophyll
6. Cellulose

2. Name five purchasable forms of vegetables.

a. ______________________

b. ______________________

c. ______________________

d. ______________________

e. ______________________

3. Select from the list below main nutrients contained in vegetables by placing an "X" in the appropriate blanks.

_____a. Vitamin D

_____b. Calcium

_____c. Iron

_____d. Vitamin C

_____e. Vitamin B

_____f. Protein

_____g. Carbohydrates

_____h. Fats

_____i. Vitamin A

4. Select from the list below ways vegetables are classified by placing an "X" in the appropriate blanks.

_____a. Color

_____b. Texture

_____c. Flavor

_____d. Parts of plant

5. Name five factors to consider when selecting vegetables.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

6. Name five cooking methods used in preparing vegetables.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

7. Select from the list below rules for cooking vegetables by placing an "X" in the appropriate blanks.

_____a. Wash raw vegetables thoroughly before eating

_____b. Cook green vegetables with a lid on to improve color of the vegetable

_____c. Cook vegetables as quickly as possible and only until tender

_____d. Cook vegetables in large amounts of seasoned water

_____e. Cover and store vegetables as soon as possible after opening or preparing to preserve nutrients

_____f. Cook vegetables to provide interest and variety in eating

_____g. Serve vegetables as soon as possible to prevent loss of color, flavor, and food value

_____h. Add soda to water when cooking green vegetables to improve color

8. Match the color families on the right to the correct cooking methods by placing the appropriate numbers in the blanks provided.

_____a. Requires special care to prevent discoloring

_____b. Use any cooking process

_____c. Cook uncovered in small amount of water for the first few minutes so chlorophyll will not be affected by heat

_____d. Contains substance that turns blue when cooked in water; add acids to brighten and deepen natural color

1. Red/purple
2. Yellow
3. White
4. Green

9. Name five uses of vegetables in recipes.

a. ____

b. ____

c. ____

d. ____

e. ____

10. Compare costs of available vegetable forms.

11. Prepare a fresh vegetable.

12. Prepare a canned vegetable.

13. Prepare a frozen vegetable.

14. Compare quality of prepared fresh, frozen, and canned vegetables.

15. Prepare a vegetable recipe.

16. Evaluate prepared vegetable.

(NOTE: If activities 10-16 have not been accomplished prior to the test, ask your instructor when they should be completed.)

VEGETABLES
UNIT V

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (6 points)
   a. 6
   b. 4
   c. 1
   d. 3
   e. 2
   f. 5
2. (10 points)
   a. Fresh
   b. Frozen
   c. Canned
   d. Pickled
   e. Dried
3. (9 points)
   b, c, d, e, g, i
4. (4 points)
   a, c, d
5. (10 points)
   Any five of the following:
   a. Nutritive value
   b. Quality of vegetable
   c. Grade of vegetable
   d. Intended use

e. Vegetables in season

f. Ripeness of vegetable

g. Storage available

h. Cost

i. Quantity needed

6. (5 points)

Any five of the following:

a. Boil

b. Simmer

c. Steam

d. Fry

e. Deep fat fry

f. Braise

g. Stir fry

h. Bake

7. (8 points)

a, c, e, f, g

8. (8 points)

a. 3

b. 2

c. 4

d. 1

9. (10 points)

Any five of the following:

a. Casseroles

b. Fondues

c. Meat loaves and other main dishes

d. Appetizers

  - e. Soups
  - f. Beverages
  - g. Salads
  - h. Garnishes
  - i. Breads
  - j. Desserts
  - k. Main dish accompaniment

10. Evaluated to the satisfaction of the instructor (20 points)
11. Evaluated to the satisfaction of the instructor (20 points)
12. Evaluated to the satisfaction of the instructor (20 points)
13. Evaluated to the satisfaction of the instructor (20 points)
14. Evaluated to the satisfaction of the instructor (20 points)
15. Evaluated to the satisfaction of the instructor (20 points)
16. Evaluated to the satisfaction of the instructor (10 points)

SALADS
UNIT VI

UNIT OBJECTIVE

After completion of this unit, the student should be able to plan, prepare, serve, and evaluate salads. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match types of salads to their correct descriptions.
2. Match parts of a salad to their correct descriptions.
3. Match basic salad dressings to their correct descriptions.
4. Select from a list factors to consider when preparing salads.
5. Select salad dressings.
6. Determine nutritive value of salads.
7. Prepare a salad.
8. Evaluate a salad.

SALADS
UNIT VI

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

  A. Provide student with objective sheet.

  B. Provide student with information and assignment sheets.

  C. Discuss unit and specific objectives.

  D. Discuss information and assignment sheets.

  E. Adapt materials for special needs student.

  F. Arrange for student to visit local supermarket to acquaint student with salad dressings available commercially as well as to see what ingredients are available for purchase to use in preparing salads.

  G. Allow student to complete Assignment Sheets #1 and #2 as part of a foods home experience.

  H. Provide student with selected recipes or cookbooks to assist in completing Assignment Sheet #3.

  I. Arrange for student to visit and eat at a restaurant or cafeteria that serves a variety of salads.

  J. Encourage student to begin a recipe file on salads.

  K. Encourage student to prepare salads as part of a foods home experience.

  L. Have student use Assignment Sheet #4 to evaluate the salad prepared in Assignment Sheet #3.

  M. Allow student to prepare a variety of salad dressings as a class project.

  N. Allow student to prepare and serve a variety of salads as a final class project. Use a variety of salad ingredients and recipes to further introduce student to a wide range of tastes and textures.

  O. Supplement unit with recipes from *The Book of Salads.*

  P. Demonstrate making different types of garnishes and discuss potential uses of each.

Q. Supplement unit with "All About Garnishes" filmstrip and activity.

R. Demonstrate "quick set" method used in preparing gelatin salads. Also demonstrate procedures used in unmolding gelatin salads.

S. Give test.

T. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Select Salad Dressings
2. Assignment Sheet #2--Determine Nutritive Value of Salads
3. Assignment Sheet #3--Prepare a Salad
4. Assignment Sheet #4--Evaluate a Salad

D. Answers to assignment sheets

E. Test

F. Answers to test

III. Unit references:

A. Cote, Patricia. "The Spectacular Salad Bar." *Forecast for Home Economics.* May/June 1979.

B. Ray, Mary Frey, and Lewis, Evelyn Jones. *Exploring Professional Cooking.* Peoria, Illinois: Charles A. Bennett Co., Inc., 1976.

C. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Co., 1977.

D. Kowtaluk, Helen, and Kopan, Alice O. *Food for Today.* Peoria, Illinois: Charles A. Bennett Co., Inc., 1977.

IV. Additional materials:

A. Uvezian, Sonia. *The Book of Salads.* San Francisco, California: 101 Productions, 1977.

B. "All About Garnishes." Filmstrip and activity available from NASCO, 901 Jamesville Avenue, Fort Atkinson, Wisconsin 53538.

SALADS
UNIT VI

INFORMATION SHEET

I. Types of salads and descriptions

(NOTE: Salads are usually grouped according to their place in the daily menu.)

A. Appetizer--Small to medium sized crisp salad with tangy dressing; served at beginning of meal to stimulate appetite

Examples: Fresh, tart fruit; seafood with a tangy sauce served on lettuce

B. Accompaniment--Small to medium sized salad that contrasts in flavor, color, and texture with the rest of the meal; served with the main course

Examples: Tossed salad, cole slaw, bean salad

C. Main dish--Hearty and satisfying salad built around protein food; served as main course

Examples: Chicken salad, chef's salad, tuna salad

D. Dessert or party salad--Sweet rather than tart salad; served after meal is finished

Example: Molded fruit or mixed fruit topped with coconut and whipped cream

II. Parts of a salad

A. Base--Lower layer of ingredients that adds contrast in color and texture and keeps salad from looking bare

(NOTE: The base of the salad is placed on the plate first and is usually some kind of greens, such as lettuce.)

B. Body--Major part of salad that gives salad its name

Example: Gelatin salad

C. Salad dressing--Combined ingredients added to salad to enhance flavor, color, and taste appeal or to bind ingredients together

D. Garnish--Food used to decorate another food

Examples: Carrot curls, radish roses, parsley, tomato peel roses, lemon wedges, pickle fans, celery curls

INFORMATION SHEET

III. Basic salad dressings (Assignment Sheet #1)

(NOTE: Add dressing just before salad is served unless recipe specifies otherwise. Dressing tends to draw juices from fruits and vegetables.)

A. French-type--Oil-based dressing that will pour from the bottle

Examples: French, creamy Italian, Caesar, vinegar and oil

B. Mayonnaise-type--Thick, oil-based dressing that must be spooned rather than poured

Examples: Thousand island, bleu cheese

C. Cooked--Egg-, cornstarch-, or flour-based dressing used mostly by gourmet cooks

IV. Factors to consider when preparing salads (Assignment Sheet #3)

A. Select highest quality vegetables and fruits whose flavors blend together

(NOTE: Vegetables should be firm, colorful, and free from blemish and decay. Fruits should be firm, juicy, flavorful, and free from blemish.)

B. Wash raw vegetables thoroughly before combining into a salad

(NOTE: Some vegetables such as carrots will require scraping after washing.)

C. Chop, dice, shred, tear, or slice salad ingredients to make bite-size pieces

(NOTE: Lettuce should be torn to prevent bruising and browning as well as vitamin C loss.)

D. Cook vegetables just until done

(NOTE: Overcooking will cause loss of nutrients, color, and desired texture.)

Examples: Potato salad, three-bean salad

E. Prepare salad (except gelatin or salads requiring special preparation) just before serving

(NOTE: Vitamin C is rapidly lost from raw vegetables and fruits which are cut and left standing at room temperature. If it is necessary to prepare salad ahead of time, cover well and refrigerate.)

INFORMATION SHEET

F. Select a salad dressing to complement and blend with the salad and meal

G. Serve salads at appropriate temperatures

(NOTE: Hot salads should be served hot; cold salads should be served cold on cold plates.)

(CAUTION: Salads containing meat, mayonnaise, or eggs should be kept refrigerated or chilled before, during, and after serving to prevent food spoilage.)

H. Drain salad ingredients thoroughly before combining ingredients

I. Dissolve gelatin used in salads according to package directions

(NOTE: When planning to add fruits and/or other ingredients to gelatin, do not add all of the liquid that is recommended. Follow recipe instructions to determine the amount of water to be added.)

SALADS
UNIT VI

ASSIGNMENT SHEET #1--SELECT SALAD DRESSINGS

NAME ______________________________ SCORE ______________

The flavor and consistency of the dressing should be compatible with the type of salad. Use the general principles listed below to select an appropriate salad dressing for each of the following salads.

Salads with strong-flavored body are complemented by a mild dressing.

Example: Mayonnaise enhances a tuna salad

Salads with mild-flavored body are complemented by a highly seasoned dressing.

Example: A flavorful French-type dressing enhances a vegetable salad

Sweet salads are complemented by a sweet dressing.

Example: Fruit salad is good with a sweet French-type dressing

The color and appearance of the dressing should make the salad more attractive.

Example: A boiled dressing or mayonnaise will cover a vegetable salad so that the color is hidden. It will be more attractive with an Italian dressing. The oil in the dressing will make the vegetables glisten and appear deeper in color

SALAD	SALAD DRESSING
1. Fresh fruit	______________________
2. Tomato cucumber	______________________
3. Tossed green	______________________
4. Asparagus tomato	______________________
5. Chicken	______________________
6. Lime gelatin and pear	______________________
7. Tuna	______________________
8. Cottage cheese and peach	______________________

SALADS
UNIT VI

ASSIGNMENT SHEET #2--DETERMINE NUTRITIVE VALUE OF SALADS

NAME ______________________________ SCORE ______________

Salads are known for their ability to make significant nutritional contributions to the diet with few calories. Salads are becoming more and more popular at restaurants and cafeterias as well as in the home.

Evaluate the salads listed below to determine what contribution each makes from the basic four food groups. List the food group(s) and the nutrients provided by each salad.

1. Tomato stuffed with chicken salad and served on a bed of lettuce

BASIC FOUR FOOD GROUP(S)	NUTRIENTS

2. Chef salad with strips of turkey, cheese, and hard-cooked eggs on a bed of greens

BASIC FOUR FOOD GROUP(S)	NUTRIENTS

ASSIGNMENT SHEET #2

3. Sliced tomato and cucumber salad on lettuce leaf

BASIC FOUR FOOD GROUP(S)	NUTRIENTS

4. Molded raspberry gelatin on lettuce leaf topped with whipped cream

BASIC FOUR FOOD GROUP(S)	NUTRIENTS

SALADS
UNIT VI

ASSIGNMENT SHEET #3--PREPARE A SALAD

NAME ______________________________ SCORE ______________

Even though Caesar never knew the Caesar salad which bears his name, the Romans are given credit for inventing this salad. As the story goes, Roman emperors were served greens on gold plates. The Italians and Greeks mixed the greens with oils and herbs and this custom spread to Spain and France. The French and Spanish introduced the salad to America. The merits of salads were recognized by German doctors who in 1758 prescribed different salads for each type of illness.

In America, salads have gradually gained popularity and have developed into specialty items. Almost any type of food may be used as an ingredient in a special salad. In addition to fruits and vegetables, meat, fish, poultry, cheese, gelatin, or bread cubes appear frequently. Salad ingredients may be cooked, fresh, frozen, or canned, but most salads contain raw fruits or vegetables.

Select a recipe for a salad. Use the following space to copy your recipe(s) and preparation instructions. Be sure to include the recipe for the salad dressing if you are not using a prepared dressing. Complete the time-work plan on the back of this assignment sheet and prepare the recipe(s) according to instructions. Evaluate the product.

This Recipe is for ______________________________

Ingredients

____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

Preparation Instructions: ______________________________

____

____

____

____

____

____

____

ASSIGNMENT SHEET #3

TIME-WORK PLAN

Name ______________________________

Food to be Prepared: ____________________

Kitchen ______________________________

Food Supplies Needed:

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

Utensils Needed:

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

Order of Work	Time in Minutes
1. ______________________	______________________
2. ______________________	______________________
3. ______________________	______________________
4. ______________________	______________________
5. ______________________	______________________
6. ______________________	______________________
7. ______________________	______________________

SALADS
UNIT VI

ASSIGNMENT SHEET #4--EVALUATE A SALAD

NAME ______________________________ SCORE ______________

Certain standards apply to all salads, regardless of when or how they are served. These standards are concerned with the appearance, flavor, texture, temperature, and compatibility of the salad with the rest of the meal. Complete this assignment sheet after preparing a salad.

Rate the characteristics of your salad as follows:

Excellent	5 points
Good	3 points
Fair	1 point

		POINTS
Appearance	Salad should be colorful, fresh looking, and arranged neatly and simply. Each different food should be identifiable. The ingredients should be well-drained before being put on the plate. The salad dressing should be on top of the salad, not dripping onto the plate.	______
Flavor	Salad should be zesty and flavorful. The flavor may be in the ingredients or in the salad dressing.	______
Texture	Salads should have some ingredients that are crisp or crunchy.	______
Temperature	Except for those few salads which are served hot, salads should be made with cold ingredients, placed on chilled plates, and kept chilled until serving time.	______
Compatibility	Appearance, taste, and texture should blend with each other, with the dressing, and with the rest of the meal.	______
	My Points	______
	Possible Points	25

ASSIGNMENT SHEET #4

1. If preparing this salad again, what would you do differently?

____

____

____

2. What was the most difficult part of preparing this salad?

____

____

____

3. List nutrients provided by each ingredient in recipe(s) prepared.

____

____

____

4. How much did it cost to prepare this salad? ____________ List ingredients and their costs below.

____

____

____

5. If possible to purchase a similar commercially prepared product, how much would it have cost?

____

6. Would you prepare this salad again? __________ Explain your answer. __________

____

____

____

____

____

SALADS
UNIT VI

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

(NOTE: Students' answers may differ slightly from those listed below, but they should be of the same basic type.)

1. Whipping cream
2. Italian style, creamy
3. Any style of highly seasoned dressing
4. Cooked-dressing blend
5. Mayonnaise
6. Mayonnaise
7. Mayonnaise
8. Mayonnaise

Assignment Sheet #2

(NOTE: The major nutrients are listed below. There are other nutrients present.)

1. Meat and vegetable group; vitamin C, vitamin K, viatmin A, protein
2. Meat, milk, and vegetable group; vitamin A, vitamin K, vitamin C, protein, calcium
3. Vegetable group; vitamin A, vitamin K, vitamin C
4. Vegetable and milk group; calcium, vitamin A, vitamin K, vitamin C, carbohydrates

SALADS
UNIT VI

TEST

NAME ____ SCORE ________________

1. Match the types of salads on the right to the correct descriptions by placing the appropriate numbers in the blanks provided.

_____a. Sweet rather than tart salad; served after meal is finished

_____b. Small to medium sized crisp salad with tangy dressing; served at beginning of meal to stimulate appetite

_____c. Hearty and satisfying salad built around protein food; served as main course

_____d. Small to medium sized salad that contrasts in flavor, color, and texture with the rest of the meal; served with main course

1. Appetizer
2. Accompaniment
3. Main dish
4. Dessert or party salad

2. Match the parts of a salad on the right to the correct descriptions. Place the appropriate numbers in the blanks provided.

_____a. Major part of salad that gives salad its name

_____b. Lower layer of ingredients that adds contrast in color and texture and keeps salad from looking bare

_____c. Combined ingredients added to salad to enhance flavor, color, and taste appeal or to bind ingredients together

_____d. Food used to decorate another food

1. Body
2. Salad dressing
3. Garnish
4. Base

3. Match the basic salad dressings on the right to the correct descriptions. Place the appropriate numbers in the blanks provided.

_____a. Thick, oil-based dressing that must be spooned rather than poured

_____b. Oil-based dressing that will pour from the bottle

_____c. Egg-, cornstarch-, or flour-based dressing used mostly by gourmet cooks

1. French-type
2. Mayonnaise-type
3. Cooked

4. Select from the list below factors to consider when preparing salads by placing an "X" in the appropriate blanks.

    ______a. Drain salad thoroughly after combining ingredients and putting on dressing

    ______b. Wash raw vegetables thoroughly before combining into a salad

    ______c. Take salads out of refrigerator several hours before serving time

    ______d. Dissolve gelatin used in salads according to package directions

    ______e. Select highest quality vegetables and fruits whose flavors blend together

    ______f. Serve salads at room temperature

    ______g. Select a salad dressing to complement and blend with the salad and meal

    ______h. Cook vegetables just until done

    ______i. Shred lettuce to prevent bruising and loss of vitamin C

5. Select salad dressings.

6. Determine nutritive value of salads.

7. Prepare a salad.

8. Evaluate a salad.

    (NOTE: If activities 5-8 have not been accomplished prior to the test, ask your instructor when they should be completed.)

SALADS
UNIT VI

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 100.)

1. (4 points)
   a. 4
   b. 1
   c. 3
   d. 2
2. (4 points)
   a. 1
   b. 4
   c. 2
   d. 3
3. (3 points)
   a. 2
   b. 1
   c. 3
4. (9 points)
   b, d, e, g, h
5. Evaluated to the satisfaction of the instructor (20 points)
6. Evaluated to the satisfaction of the instructor (20 points)
7. Evaluated to the satisfaction of the instructor (20 points)
8. Evaluated to the satisfaction of the instructor (20 points)

PRESCHOOL-AGE CHILDREN
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to work with preschool-age children. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with preschool-age children to the correct definitions.
2. Explain the importance of studying preschool-age children.
3. Name ways in which preschool-age children develop.
4. Select from a list developmental tasks of preschool-age children.
5. Distinguish among characteristics of three-, four-, and five-year-olds.
6. Select from a list advantages of a good child care center for preschool-age children.
7. State purposes of vocational home economics preschool.
8. Select from a list responsibilities of students while conducting a preschool.
9. Select from a list guidelines for observing preschool-age children.
10. Describe ways to work with preschool-age children.
11. Name learning centers often found in a preschool or child care center.
12. Select from a list what to consider in planning meals and snacks for preschool-age children.
13. Observe preschool-age children.
14. Evaluate child care center.
15. Select a book for preschool-age children.
16. Select toys and play equipment for preschool-age children.

17. Plan and prepare nutritious snacks and meals for preschool-age children.
18. Write letters to parents inviting children to attend preschool.
19. Prepare information sheet for children attending preschool.
20. Conduct preschool.

PRESCHOOL-AGE CHILDREN
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for the instructor:

  A. Order films, filmstrips or other materials planned to supplement unit.

  B. Provide student with objective sheet.

  C. Provide student with information and assignment sheets.

  D. Discuss unit and specific objectives.

  E. Discuss information and assignment sheets.

  F. Adapt materials for special needs students.

  G. Evaluate students to determine if they have achieved competencies established in *Home Economics I: Basic Core*, Child Development units.

  H. Assist students in making arrangements with child care facility staff to observe children. This will help students complete Assignment Sheet #1. Encourage students to complete Assignment Sheet #2 at this time also.

  I. Invite a panel of resource people, such as a doctor, dietitian, child psychologist, guidance counselor, and parent, to discuss characteristics of preschool-age children. Include in the panel discussion:

    1. What illnesses and diseases are common to preschool-age children.

    2. How to recognize and treat these illnesses and diseases.

    3. How to guide and discipline preschool-age children.

    4. What the favorite foods of preschool-age children are.

    5. Ways we can see that preschool-age children eat properly.

    6. Ways to help children overcome fears of medical care.

  This discussion will assist in teaching objectives 3, 4, 6, and 9.

  J. Have students interview preschoolers' food likes and dislikes. Compile a master list of these foods and discuss in class.

K. Have students list foods for preschoolers for each of the following categories:

   1. Finger foods

   2. Foods that help children develop skill in using a spoon, fork, and knife

   3. Foods that preschoolers have difficulty eating

L. Lead class discussion on how attitudes toward food are developed.

M. Divide class into family groups and have them roleplay "dinner disasters." Have the class discuss ways to avoid such things.

N. Encourage class discussion of the following situations which deal with children's sleep or rest:

   1. A child keeps getting up when supposed to be taking a nap.

   2. A child starts playing in room after being put to bed.

   3. A child wakes up screaming in the middle of the night.

   4. A child is afraid of monsters and won't go to sleep.

   5. A child cannot go to sleep at naptime. What activities could the child do that would not disturb others?

O. Allow students to create a display of items that are available to motivate preschoolers to care for themselves.

   Examples: Bath mitt, toothbrush

   Discuss hygienic practices that should be used and encouraged with preschoolers.

P. Have students collect pictures of clothing items for preschoolers that are designed for comfort, ease of dressing, and easy care. Supplement this activity with "How Children Feel About Clothes" (T 1102) a *Family Living Topic* written by Mary Lou Sadler and available upon request from Home Economics Cooperative Extension Service at Oklahoma State University, Stillwater, Oklahoma 74074.

Q. Encourage students to make a book or a toy that teaches preschoolers dressing techniques. The book might include cloth pages for a zipper, shoelaces, buckles, buttons, or snaps.

R. Assist students in compiling a list of ways preschoolers can help around the house. Conduct a discussion in class of why it is important for preschoolers to participate in housekeeping tasks.

S. Have students design child care accommodations for preschool-age children. Be sure to include learning activity centers in the plans as identified in objective eight.

T. Lead class discussion on ways to make play environments safe for preschoolers. Have students visit local playgrounds and evaluate them from a safety viewpoint.

U. Work with industrial arts teacher to hold a repair session for restoring toys that are broken. Be sure to use nontoxic paints and finishes.

V. Arrange for students to visit library to look at children's books. Have librarian discuss criteria for selecting books for preschool-age children. Have this person point out books that would be good for ages three, four, and five. Discuss differences in these books. Encourage students to participate in teaching and helping with children's reading programs sponsored by the library.

W. Have students debate the following statement. "Children under six should stay home with one of their parents rather than be sent to preschools."

X. Have students create a collage of "the many faces of children." This collage should portray preschoolers in various emotional states.

Y. Tape-record conversations of a three-year-old, a four-year-old, and a five-year-old. Compare their language development.

Z. Supplement unit information with multimedia kits available for purchase from Butterick Publishing, P.O. Box 1945, Altoona, Pennsylvania 16603.

   1. "The Preschooler" (C-615-2G) from the *Child Development Series*

   2. "Helping Children Grow" (C-628-4G)
      "On the Job" (C-627-6G)
      "Parent, Child, and Center" (C-629-2G)
      "You and Child Care" (C-626-8G) from the *Teaching and Caring* kit

AA. Allow students to complete the following as home experiences. These projects could be used in preschool activities. They are available from Home Economics Cooperative Extension Service at Oklahoma State University, Stillwater, Oklahoma 74074.

   1. "Let's Make Puzzles" (FL A2302)

   2. "Let's Make Cloth Picture Books" (FL A2303)

   3. "Let's Make Toy Horses" (FL A2304)

BB. Supplement unit with the following teaching kit available from J.C. Penney Company, Inc. Kit is available for purchase by ordering from 1301 Avenue of the Americas, New York., New York 10019--"Me, Myself and I: How Preschoolers See Themselves (For Those Who Live and Love and Work with Preschoolers)."

CC. Have students study licensing and standards for preschool programs. Report findings to class.

DD. Use available resources such as *Home Economics I: Basic Core* and *Occupational Child Development* when planning preschool.

EE. Give test.

FF. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Observe Preschool-Age Children
2. Assignment Sheet #2--Evaluate Child Care Center
3. Assignment Sheet #3--Select a Book for Preschool-Age Children
4. Assignment Sheet #4--Select Toys and Play Equipment for Preschool-Age Children
5. Assignment Sheet #5--Plan and Prepare Nutritious Snacks and Meals for Preschool-Age Children
6. Assignment Sheet #6--Write Letters to Parents Inviting Children to Attend Preschool
7. Assignment Sheet #7--Prepare Information Sheet for Children Attending Preschool
8. Assignment Sheet #8--Conduct Preschool

D. Test

E. Answers to test

III. Unit references:

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E. Draper, Mary Wanda, and Draper, Henry E. *Studying Children: Observing and Participating.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1975.

F. Hendrick, Joanne. *The Whole Child: New Trends In Early Education.* 2nd ed. St. Louis, Missouri: The C.V. Mosby Company, 1980.

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H. Davis, Martha J., and Peeler, M. Yvonne. *Lessons In Living.* Lexington, Massachusetts: Ginn and Company, 1970.

I. Terry, Sheila G.; Sorrentino, Jeanette M.; and Flatter, Charles H. *Children: Their Growth and Development.* New York: McGraw-Hill Book Co., 1979.

J. Hutchins, Bobbie. *Child Nutrition and Health.* New York: McGraw-Hill Book Co., 1979.

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P. "Books for Children: A Guide for Parents." (PA-709) Washington, D.C.: U.S. Department of Agriculture, Division of Home Economics, Federal Extension Service, n.d.

Q. Sadler, Mary Lou. "How Children Feel About Clothes." *Family Living Topics.* (T-1102) Stillwater: Oklahoma State University, Home Economics Cooperative Extension Service, n.d.

R. Cunningham, Thomas S. "Initiative, or the Child and His Imagination." *Family Living Topics.* (T-2303) Stillwater: Oklahoma State University, Home Economics Cooperative Extension Service, n.d.

S. Cunningham, Thomas S. "Secrets of Human Behavior." *Family Living Topics.* (T-2315) Stillwater: Oklahoma State University, Home Economics Cooperative Extension Service, n.d.

T. Stratton, Betty S. "Mealtimes With Young Children." *Family Living Topics.* (T-2315) Stillwater: Oklahoma State University, Home Economics Cooperative Extension Service, n.d.

U. Sowers, Mary Francis. "Feeding Your Child: Ages Four to Six." *Family Living Topics.* (T-3112) Stillwater: Oklahoma State University, Home Economics Cooperative Extension Service, n.d.

V. *Me, Myself, and I: How Preschoolers See Themselves.* New York: J.C. Penney Co., Inc., Educational and Consumer Relations Dept., 1973.

IV. Filmstrip--*How an Average Child Behaves: Ages 1 through 5.* 5 color filmstrips, 12" long-playing record, discussion guide, 5 booklets with authoritative comments. Parents Magazine Films Inc., 52 Vanderbilt Ave., New York, New York 10017.

PRESCHOOL-AGE CHILDREN
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Preschool-age--Children who are three, four, and five years old

   B. Developmental tasks--Growth responsibility that arises at or about a certain time in life in which successful accomplishment leads to success in later tasks

   C. Motor development--Large and small muscle growth and coordination

   D. Observation--Process of watching, recording, and evaluating children's behavior

   E. Siblings--Brothers and sisters

   F. Learning centers--Areas in the preschool planned for specific activities that will help children achieve developmental tasks

II. Importance of studying preschool-age children--To understand how and why preschool years affect how a person grows up

III. Ways in which preschool-age children develop

   A. Physically

      Examples: Coordination of hands and feet, growing taller

   B. Mentally

      Examples: Number of words in vocabulary, memory

   C. Emotionally

      Examples: Self-confidence, develops conscience

   D. Socially

      Examples: Forms friendships, plays in groups

IV. Developmental tasks of preschool-age children (Assignment Sheet #1)

   (NOTE: Differences between children should be considered. Each child develops at a different rate.)

   A. Able to care for self

      Examples: Eating, toilet training, getting dressed, keeping clean

INFORMATION SHEET

- B. Learn sex differences
- C. Learn about their surroundings
- D. Learn to tell right from wrong
- E. Learn to relate to parents, siblings, and others

V. Characteristics of three-, four-, and five-year-olds

- A. Three-year-old
    1. Knows 900 to 1,200 words, but still has more ideas than can actually be put into words
    2. Has some trouble knowing difference between "real" and "pretend"
    3. Imitates or "parrots" what others say or do
    4. Asks "why" often
    5. Wants needs taken care of now; impatient
    6. Begins to say "no" less often
    7. Needs nap; becomes irritable and restless when tired
    8. Begins group play
    9. Runs and jumps well and can climb using both feet
    10. May forget to use bathroom until it is too late
- B. Four-year-old
    1. Labels most familiar objects and can tell about them
    2. Tries to use language in a grown-up way; knows 1,500 to 2,000 words
    3. Can follow directions but will often question
    4. Has trouble separating fact from fantasy; is good at making up stories and has imagination that often causes fear and worry
    5. Begins to have self-confidence and to trust others
    6. Forms special friendships
    7. Is hard to discipline because of self-determination
    8. Enjoys active play

INFORMATION SHEET

9. Still needs planned periods of quiet activity
10. Usually takes care of bathroom needs alone but still may require help with buttons, snaps, or zippers

C. Five-year-old

1. Able to express ideas and feelings freely and clearly; uses words to organize and help in thinking; knows 2,000 to 2,500 words
2. Can participate well in group activities and games
3. Follows directions with two or three parts
4. Can refer to events of yesterday and look forward to events tomorrow
5. Can be patient in waiting for needs to be met
6. Begins to know right from wrong
7. Shows some ability to act on own
8. Does not usually have to have a nap
9. Able to skip
10. Has good bathroom habits

VI. Advantages of a good child care center for preschool-age children (Assignment Sheet #2)

A. Helps children to achieve developmental tasks

Example: Learn to relate to parents, siblings, and others

B. Encourages awareness of others

C. Helps children to rely on themselves rather than family

D. Teaches good manners and sharing

E. Helps get children ready for school routine

F. Provides enrichment experiences (Assignment Sheets #3 and #4)

(NOTE: Has more or different books and art and play materials than at home.)

INFORMATION SHEET

VII. Purposes of vocational home economics preschool

- A. To plan and carry out activities for preschool-age children
- B. To observe preschool-age children at play
- C. To have actual experience with preschool-age children

VIII. Responsibilities of students while conducting a preschool (Assignment Sheet #8)

- A. Set up preschool
- B. Greet children, provide name tags, and help them with their things

  Examples: Coats, hats, mittens, lunch pail, "show and tell" items
- C. Carry out learning activities
- D. Straighten after indoor activities
- E. Prepare, serve, and clean up after snacks/lunch
- F. Help with toileting

  Examples: Washing hands, using bathroom, zipping zippers
- G. Supervise outdoor play activities
- H. Straighten after outdoor activities
- I. Lead small group time
- J. Supervise large group play
- K. Help children when leaving

IX. Guidelines for observing preschool-age children (Assignment Sheet #1)

(NOTE: Observation information should be kept confidential within your class.)

- A. Do not talk with children
- B. Observe only when scheduled
- C. Leave unneeded items outside the observation site

  Examples: Purse, coat, book
- D. Enter the observaton site so that children's activities are least bothered

INFORMATION SHEET

E. Sit to observe when possible

F. Observe from a place which will not disturb children's activities

G. Go alone to observe when possible

(NOTE: Groups of observers will draw attention and disturb children's activities.)

H. Dress appropriately for observations

(NOTE: Colorful clothes will distract children. It will also be necessary to dress warm or cool depending on where you will observe.)

I. Observe one or two children carefully at one time

X. Ways to work with preschool age children (Assignment Sheet #1)

A. Giving suggestions or directions

1. Be positive

Example: "You can roll the ball on the floor" instead of "Don't throw the ball"

2. Speak slowly and in short sentences

3. Be patient; many lessons need many reminders

4. Give only one direction at a time

5. Keep in mind that children tend to be slow

6. If one way does not work, wait awhile and try another

B. Respecting children as separate human beings

1. Let children do things for themselves rather than being constantly dependent on adults

2. Always ask yourself why children behave in particular ways

3. Laugh *with* children and not *at* them

4. Try to look through children's eyes

(NOTE: Bend to knees to get down on child's level. Put pictures at child's eye level.)

INFORMATION SHEET

C. Maintaining limits

1. Give children choices only when you intend to accept their decisions

2. Redirect a child's interest or activities away from "no-no's"

3. Overlook many small mistakes

   (NOTE: Children have a right to make mistakes!)

4. Protect children's health

   Examples: Is equipment safe? Is clothing appropriate for weather?

5. Let children choose, even make mistakes, within limits of physical safety and moral behavior

   (NOTE: Interfere with children's activities when hurting others, when in danger of hurting themselves, or when being purposely destructive!)

XI. Learning centers often found in preschool or child care center (Assignment Sheet #8)

A. Science center

Examples: Aquarium, hamster home, ant farm

B. Art center

Examples: Crayons, paints, clay

C. Housekeeping center

Examples: Dishes, table, stove

D. Library center

Example: Books with table and chairs, mats or carpets

E. Manipulative center

Examples: Puzzles, counting games

F. Music center

Examples: Record player, musical instruments, piano

G. Playground

Examples: Slide, swing, bars, climbing area

INFORMATION SHEET

H. Building block center

Examples: Counting blocks, alphabet blocks, wood or plastic building blocks

XII. What to consider in planning meals and snacks for preschool children (Assignment Sheet #5)

A. Basic four food groups to plan nutritious meals and snacks

B. Simple foods

C. Finger foods

D. Familiar foods that are well-liked

(NOTE: Introduce only one new food at a time.)

E. Small servings and seconds on request

F. Variety of foods

G. Bright food colors when possible

H. Foods that are fun to eat

PRESCHOOL-AGE CHILDREN
UNIT I

ASSIGNMENT SHEET #1--OBSERVE PRESCHOOL-AGE CHILDREN

NAME____ SCORE_________________

(NOTE: This assignment sheet should be completed while observing children at child care facilities or during home economics preschool. If time and facilities allow, this assignment sheet may be duplicated and used for many observations or may also be completed in parts.)

Observing young children gives you a chance to learn more about their development and behavior. Complete the following observations. Your observation reports will vary depending on the setting you are in and the age of the child. They will also vary depending on the time of day and length of the observation. Use unit information and other resources to help you complete this assignment. Take time to discuss your observations as a class after completing this assignment.

ASSIGNMENT SHEET #1

PART I

NAME ______________________ SCORE __________

OBSERVE PHYSICAL CHARACTERISTICS OF CHILDREN

1. Name of child ______________________

   Age ______________________

   Sex ______________________

2. Setting (care center, nursery, preschool, family day care home, Head Start, kindergarten, private home, other)

   ____

3. Number of children present ______________________
4. Number of adults present ______________________
5. Date ______________________
6. Time of obersvation ______________________
7. Length of observation ______________________
8. Describe as many situations as possible in which a child performed the following large and small muscle skills. Tell how well these skills were performed.

   LARGE MUSCLE SKILLS:

   a. Running ______________________

   ____

   b. Throwing and catching a ball ______________________

   ____

   c. Jumping ______________________

   ____

   d. Skipping ______________________

   ____

   e. Hopping ______________________

   ____

ASSIGNMENT SHEET #1

f. Turning a somersault ____________________

g. Swinging ____________________

h. Climbing ____________________

i. Using overhead ladder ____________________

j. Walking a balance beam, rail, or board ____________________

k. Marching ____________________

l. Sliding ____________________

m. Standing on one foot ____________________

n. Kicking ____________________

o. Riding tricycle ____________________

p. Digging in sand ____________________

q. Jumping on a mini-trampoline or trampoline ____________________

ASSIGNMENT SHEET #1

r. (OTHER)______________________________
____

s. (OTHER)______________________________
____

SMALL MUSCLE SKILLS:

t. Tying shoes______________________________
____

u. Holding pencil or crayon______________________________
____

v. Making shapes (circle, square, triangle)______________________________
____

w. Using scissors______________________________
____

x. Telling right from left______________________________
____

y. Stringing beads or straws______________________________
____

z. Self-care skills (zipping, buttoning, snapping, buckling)______________________________
____

aa. Turning pages of book______________________________
____

bb. Pouring______________________________
____

cc. Folding paper______________________________
____

ASSIGNMENT SHEET #1

dd. Using eating utensils ____________________

____

ee. (OTHER) ____________________

____

ff. (OTHER) ____________________

____

9. Did the child prefer the right hand or left hand? ____________________

ASSIGNMENT SHEET #1

PART II

NAME________________________ SCORE____________

OBSERVE MENTAL CHARACTERISTICS OF CHILDREN

1. Name of child ________________________

   Age ________________________

   Sex ________________________

2. Setting (care center, nursery, preschool, family day-care home, Head Start, kindergarten, private home, other)

   ____

3. Number of children present________________________

4. Number of adults present________________________

5. Date ________________________

6. Time of observation ________________________

7. Length of observation ________________________

8. Give examples which show the child's knowledge or awareness for as many as possible of the following concepts.

   a. Color________________________

   ____

   b. Time________________________

   ____

   c. Size________________________

   ____

   d. Shape________________________

   ____

   e. Life and/or death________________________

   ____

ASSIGNMENT SHEET #1

f. Quantity

g. Space awareness

9. Record 10 consecutive statements (words, phrases or sentences) of one child as completely as possible.

(NOTE: You may want to use a tape recorder or the space provided below for this activity. This will be used to answer the questions that follow.)

ASSIGNMENT SHEET #1

10. Give examples of the child's language for four of the following purposes. If you can give other purposes and examples, please do so.

    a. To get help______________________________

    b. To get information______________________________

    c. To make plans______________________________

    d. To solve problems______________________________

    e. To make wants known______________________________

    f. To express emotion______________________________

    g. To begin or maintain social interaction____________________

    h. To recall experience______________________________

11. What is the average number of words per statement used by this child?__________

12. In addition to nouns and verbs, what other parts of speech does the child use?

13. Are there errors in grammar?______________________________

ASSIGNMENT SHEET #1

14. Are there errors in pronouncing words? ____________________

    If so, what errors were made? ____________________

    ____

    ____

    ____

ASSIGNMENT SHEET #1

PART II

NAME________________________ SCORE____________

OBSERVE EMOTIONAL CHARACTERISTICS OF CHILDREN

1. Name of child________________________

   Age________________________

   Sex________________________

2. Setting (care center, nursery, preschool, family day-care home, Head Start, kindergarten, private home, other)

   ____

3. Number of children present________________________

4. Number of adults present________________________

5. Date________________________

6. Time of observation________________________

7. Length of observation________________________

8. Describe situations in which a child or various children display the emotions listed below.

   a. Affection________________________

   ____

   ____

   ____

   b. Joy or happiness________________________

   ____

   ____

   ____

   c. Aggression________________________

   ____

   ____

   ____

ASSIGNMENT SHEET #1

d. Sympathy or lack of sympathy ______________________________

____

____

____

e. Fear, jealousy, rivalry, anxiety ______________________________

____

____

____

9. Describe situations in which a child or various children were helped by a teacher.

a. To express feelings ______________________________

____

____

b. By explaining another child's emotions ______________________________

____

____

10. Describe situations in which you observe happenings likely to affect a child's self-concept in regard to:

a. Adult-child interaction ______________________________

____

____

____

b. Child-child interaction ______________________________

____

____

____

ASSIGNMENT SHEET #1

c. Toys and equipment provided for the children ____________________

____

____

____

ASSIGNMENT SHEET #1

PART IV

NAME______________________________ SCORE______________

OBSERVE SOCIAL CHARACTERISTICS OF CHILDREN

1. Name of child______________________________

   Age ______________________________

   Sex ______________________________

   Number of brothers and sisters______________Position in family__________

2. Setting (care center, nursery, preschool, family day-care home, Head Start, kindergarten, private home, other)

   ____

3. Number of children present______________________________

4. Number of adults present______________________________

5. Date______________________________

6. Time of observation______________________________

7. Length of observation______________________________

8. Give examples for four of the following situations which will assess social development. In the space provided, first identify the situation and then give examples observed.

   a. Respects rights or property of others______________________________

   ____

   ____

   b. Maintains own rights______________________________

   ____

   ____

   c. Shares with another child______________________________

   ____

   ____

ASSIGNMENT SHEET #1

d. Approaches another child and begins an activity____________________________

e. Cooperates with one or more children____________________________

f. Cooperates with teachers or other adults____________________________

g. Reacts to the feelings of another____________________________

9. Give examples for the following situations in which you observe a teacher helping a child (or children) to:

a. Accept and understand the behavior of others____________________________

b. Enter a group____________________________

c. Settle a dispute____________________________

PRESCHOOL-AGE CHILDREN
UNIT I

ASSIGNMENT SHEET #2--EVALUATE CHILD CARE CENTER

NAME________________________________ SCORE______________

Finding good child care can cause much concern for those who are seeking child care for preschool children. Places that provide child care for preschool children include: child care centers, preschools, family day-care homes, Head Start Centers, and private homes.

Use the checksheet below to evaluate a child care center that cares for preschool children.

PART I

EVALUATE THE FOLLOWING:	YES	NO	DOES NOT APPLY
Is center's license displayed?			
Are conditions safe and sanitary?			
Is the atmosphere comfortable and pleasant?			
Is the child's health protected and encouraged?			
Is the food nutritious, well prepared, and served attractively?			
Is menu posted?			
Are the workers pleasant and respectful toward each other and the children?			
Is there enough room indoors and outdoors for the children to play and work?			
Is the equipment sturdy, safe, and appropriate for various age ranges of children?			
Are materials and supplies well organized and arranged?			
Are emergency numbers by the telephone?			
Is there one person to care for each 4 to 5 children?			
Are emergency plans posted for all to observe?			

ASSIGNMENT SHEET #2

EVALUATE THE FOLLOWING:	YES	NO	DOES NOT APPLY
Are activities and experiences planned which meet needs of children?			
Is daily schedule of activities and experiences posted?			
Do the children have chances for "hands on" experience?			
Do the children have opportunities for developing social skills?			
Are parents able to be involved in the program?			
Are records kept of the child's progress and development?			
Do staff members work well together?			
Does the center work with the community to develop and maintain quality programs?			

ASSIGNMENT SHEET #2

PART II

1. What are the rates per week or per hour for this type of child care?

____

____

2. Would you choose this child care alternative for your children? Why/why not?

____

____

____

____

PRESCHOOL-AGE CHILDREN
UNIT I

ASSIGNMENT SHEET #3--SELECT A BOOK FOR PRESCHOOL-AGE CHILDREN

NAME_________________________ SCORE______________

There are many books available for children. It is difficult to decide on one to purchase or even to read to a child. Choose a book that is available to you. Evaluate this book using the checklist below.

EVALUATE THE FOLLOWING:	YES	NO	DOES NOT APPLY
Does it contain familiar places, people, and events?			
Does it allow children to use or develop their imagination?			
Does it frighten or upset the child?			
Does it include a lot of action?			
Does it suit the child's age?			
Is it colorful?			
Does it have more pictures than words?			
Is it the right length for the child's attention span?			
Is the child learning something? Examples: Colors, shapes, letters, numbers			
Is the book sex biased?			

Would you recommend this book for purchase?______________________

Explain your answer.______________________________________

____

____

PRESCHOOL-AGE CHILDREN
UNIT I

ASSIGNMENT SHEET #4--SELECT TOYS OR PLAY EQUIPMENT FOR PRESCHOOL-AGE CHILDREN

NAME________________________________ SCORE__________________

Toys and play equipment!!! They can be purchased in a variety or places or can even be constructed at home. How do you decide what to buy or make? Evaluate toys and play equipment using the checklist below.

EVALUATE THE FOLLOWING:	YES	NO	DOES NOT APPLY
Does it have an attractive shape?			
Is it colorful?			
Is it durable?			
Does it reflect the child's interests?			
Is it appropriate to the child's developmental level?			
Does it provide problem-solving activities?			
Does it teach new skills?			
Does it leave room for imagination and curiosity?			
Is it nonviolent?			
Does it encourage interaction between children and between child and adult?			
Is it easily cleaned?			
Does it work as it is supposed to?			

Would you recommend this for purchase?______________________________

Explain your answer.____

____

____

ASSIGNMENT SHEET #4

PART II

Select five toys or play equipment available for purchase or in a child's play area. Examine and determine if they are designed to meet the play needs of children.

TOYS OR PLAY EQUIPMENT (name or describe)	PLAY NEEDS/DEVELOPMENTAL STAGE	COST (if available)
1. ____________ ____________	______________________________ ______________________________ ______________________________	__________
2. ____________ ____________	______________________________ ______________________________ ______________________________	__________
3. ____________ ____________	______________________________ ______________________________ ______________________________	__________
4. ____________ ____________	______________________________ ______________________________ ______________________________	__________
5. ____________ ____________	______________________________ ______________________________ ______________________________	__________

ASSIGNMENT SHEET #4

PART III

The safety of toys and play equipment is a major factor in their selection. Although unsafe toys and play equipment have been banned by law, you still need to be careful when it comes to choosing or supervising their use.

Evaluate a toy and play equipment using the following checklists. Add additional factors to evaluate for the items you select.

TOYS	YES	NO	DOES NOT APPLY
Are there sharp edges and points?			
Are there splinters?			
Is it possible to remove small parts?			
Is the paint nontoxic and lead-free?			
It is flammable?			
Is it washable?			
Does it contain liquid?			
Is it easily broken?			
(other)________________			
(other)________________			
(other)________________			
(other)________________			

ASSIGNMENT SHEET #4

PLAY EQUIPMENT	YES	NO	DOES NOT APPLY
Are ther sharp edges and points?			
Are there splinters?			
Is it possible to remove parts?			
Is the paint nontoxic and lead-free?			
If made from steel is it stainless steel?			
Is ladder secure?			
Are edges rolled on metal edges?			
It is sturdy and safe from movement?			
(other)__________________			
(other)__________________			
(other)__________________			
(other)__________________			

PRESCHOOL-AGE CHILDREN
UNIT I

ASSIGNMENT SHEET #5--PLAN AND PREPARE NUTRITIOUS SNACKS AND MEALS FOR PRESCHOOL-AGE CHILDREN

NAME____ SCORE_________________

Most children will get hungry, tired, or irritable if they go too long without food. Mid-morning and mid-afternoon snacks are usually served to preschoolers. These are in addition to breakfast, lunch, and supper.

Planning a nutritious diet for a preschooler is not easy!!! These are the years of lower appetite and definite food likes and dislikes. Food choices must contain high-quality nutrients to make up for less food eaten.

PART I

Plan a balanced diet for a preschooler for five days. Try to include some of their favorite foods. Keep unit information and the Basic Four daily food requirements for children in mind as you complete plans that follow.

Basic Four daily requirements for children:

Milk Group: 4 servings daily
Meat Group: At least 2 servings dails
Bread/Cereal Group: 4 servings dails
Vegetable/Fruit Group: 4 servings daily (include at least one vegetable or fruit high in Vitamin A and one vegetable or fruit high in Vitamin C)

EXAMPLES OF CHILD-SIZE PORTIONS OF COMMON FOODS FOR ONE MEAL

FOOD	AGE Three to Five Years
Milk	6 oz.
Meat, fish, poultry, liver	2-3 Tbsp.
Egg	1/2
Fruits	2 Tbsp. (1/2 cup for ages four and five)
Vegetables	2-3 Tbsp.
Cereal	1/3 cup
Bread	1/2 slice

ASSIGNMENT SHEET #5

FOOD	AGE Three to Five Years
Butter or fortified margarine	1 tsp.
Desserts	1/4 cup (1/2 cup for ages four and five)

These are portions of initial servings; seconds should be available.

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ASSIGNMENT SHEET #5

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAKFAST					
SNACK					
LUNCH					
SNACK					
DINNER					

ASSIGNMENT SHEET #5

PART II

Planning snacks can be both fun and challenging. Choose four recipes for snacks listed in your chart. Record these four snacks in the spaces provided. Complete the four time-work plans that follow. Use these plans to prepare the snacks for preschool-age children.

This Recipe is for ______________________________

Ingredients

____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Preparation Instructions: ______________________________

____

____

____

____

____

____

____

____

ASSIGNMENT SHEET #5

TIME-WORK PLAN #1 Name ____________________

Food to Prepare: ____________________ Kitchen ____________________

Food Supplies Needed:

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

Utensils Needed:

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

Order of Work	Time in Minutes
1. ____________________	____________________
2. ____________________	____________________
3. ____________________	____________________
4. ____________________	____________________
5. ____________________	____________________
6. ____________________	____________________
7. ____________________	____________________

ASSIGNMENT SHEET #5

This Recipe is for____________________________

Ingredients

Preparation Instructions.____________________________

ASSIGNMENT SHEET #5

TIME-WORK PLAN #2 Name____________________

Food to Prepare:________________________ Kitchen____________________

Food Supplies Needed:

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

Utensils Needed:

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

	Order of Work	Time in Minutes
1.		
2.		
3.		
4.		
5.		
6.		
7.		

ASSIGNMENT SHEET #5

This Recipe is for ______________________________

Ingredients

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Preparation Instructions: ____

HE II - 51-E

ASSIGNMENT SHEET #5

TIME-WORK PLAN #3 Name____________________

Food to Prepare:________________________ Kitchen____________________

Food Supplies Needed:

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Utensils Needed:

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Order of Work	Time in Minutes
1. ____________________	____________________
2. ____________________	____________________
3. ____________________	____________________
4. ____________________	____________________
5. ____________________	____________________
6. ____________________	____________________
7. ____________________	____________________

ASSIGNMENT SHEET #5

This Recipe is for______________________________

Ingredients

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Preparation Instructions:______________________________________

____

____

____

____

____

____

____

____

ASSIGNMENT SHEET #5

TIME-WORK PLAN #4

Name ____________________

Food to Prepare: ____________________

Kitchen ____________________

Food Supplies Needed:

Utensils Needed:

	Order of Work	Time in Minutes
1.		
2.		
3.		
4.		
5.		
6.		
7.		

PRESCHOOL-AGE CHILDREN
UNIT I

ASSIGNMENT SHEET #6--WRITE LETTERS TO PARENTS INVITING CHILDREN TO ATTEND PRESCHOOL

NAME________________________________ SCORE______________

The following basic information should be included in letters sent to parents of preschool children invited to a preschool.

1. Teacher's name
2. Date of preschool
3. Length of preschool
4. Hours of preschool
5. Reasons for preschool
6. Parts of program

PART I

Study the sample letter that follows as you prepare to write your own letter.

ASSIGNMENT SHEET #6

SAMPLE LETTER

____________________High School

____________________Date

Dear____________________:

Our home economics class, under the direction of____________________, plans to hold a preschool for ______-year olds on (dates) . It will operate for __________ weeks in the vocational home economics department on (days of the week).

The preschool hours are from ______to______. The children will be carefully supervised at all times.

Our program, provided free of charge, will include play with children of the same age, stories, music, rest periods, and a nutritious snack.

We are planning this preschool as a unit in our Vocational Home Economics II class where we study child development. We feel it is very important for us to have some experience with young children as we learn about them.

If you wish to enroll your ______-year-old, please fill in the following and return it to (name of teacher), our Home Economics teacher, at ____________________ (address) by ____________________ ____________________.

DETACH AND RETURN THE FOLLOWING

NAME OF CHILD____________________

DATE OF BIRTH____________________

Who will bring the child to preschool?____________________

Who will pick up the child at (give time) ?____________________

Will the child be able to attend every day (barring illness or emergency)?__________

ASSIGNMENT SHEET #6

PART II

Consider the information that has been provided and write your own letter inviting parents to enroll children in your Home Economics Preschool. Use the space below to write your letter.

PRESCHOOL-AGE CHILDREN
UNIT I

ASSIGNMENT SHEET #7--PREPARE INFORMATION SHEET FOR CHILDREN ATTENDING PRESCHOOL

NAME ______________________ SCORE ____________

As soon as you know which children will be attending you will want to find out information about them. This information will help you in planning preschool activities and will help you understand their behavior during the preschool.

PART I

Study the sample information sheet that follows. Then prepare the information sheet that you will complete for those children who will be attending preschool.

SAMPLE INFORMATION SHEET

Name of child ____________ ____________ ____________ Age ________
(First) (Middle) (Last)
Nickname (if any) ______________________ Sex ________
Date of birth ________ ________ ________
Telephone number where parent or person responsible can be reached ____________
Name of parent or person responsible: ____________________
Brothers' names and ages ____________________
____
____
Sisters' names and ages ____________________
____
____
Previous experience in organized group play ____________________
____
Special health needs of child (allergies or special assistance) ____________
____
Any other special needs of the child ____________________
Is there anything we should specifically know about your child? ____________
____

PARENT'S OR GUARDIAN'S SIGNATURE ____________________

ADDRESS ____________________

HOME TELEPHONE NUMBER ____________ BUSINESS ________

Doctor's name and any specific instructions ____________________
____
____

ASSIGNMENT SHEET #7

PART II

Consider information provided on the Sample Information Sheet as you prepare your own information sheet to be completed for children attending preschool.

Use the space below to prepare your information sheet.

PRESCHOOL-AGE CHILDREN
UNIT I

ASSIGNMENT SHEET #8--CONDUCT PRESCHOOL

NAME____________________________________ SCORE________________

The success of any preschool begins with preparation and planning. Consider the following information as you plan, prepare, and conduct a preschool.

PART I

1. Send a letter to parents or visit them to inform them of the plans for conducting a preschool and ask permission for their child to participate. Invitations may be sent to the children inviting them to the preschool.

2. Obtain information about children who will be attending preschool by asking parents to fill in a questionnaire.

   (NOTE: The number of children to have in the preschool will depend on the amount of space in the preschool and the number of students in the class. The number may range from four to ten or twelve. If the group is quite small, children should be carefully chosen so that a variety of problems are presented; for example, not all girls or all boys. The age range of three to five years presents a good sample of stages of development to observe.)

3. Spend several days preparing for the preschool by getting the room prepared, collecting toys and equipment, planning for responsibilities, setting up schedules for play activities for children, and deciding on observation procedures.

4. Develop a schedule for duties so that everyone will understand and be able to follow through to complete their responsibilities. A plan may be developed to rotate such responsibilities as supervisor, assistant supervisor, hostess, housekeeper, and/or observer.

ASSIGNMENT SHEET #8

SAMPLE SCHEDULE
All-Day Care

7:30-7:45	Arrival
7:30-8:00	Self-selected activities
8:00-8:10	Large group activities
8:10-8:30	Snack time
8:30-8:50	Developmental or learning activities-small groups
8:50-9:20	Outdoor activities
9:20-9:45	Developmental or learning activities-individual and small groups
9:45-10:00	Large group activities
10:00-10:20	Self-selected activities-quiet individual type
10:20-10:50	Small group activities
10:50-11:15	Outdoor play
11:15-11:30	Large group activities
11:30-12:15	Lunch
12:15-1:00	Rest/nap/quiet activities
1:00-1:30	Self-selected activities
1:30-2:15	Outdoor activities
2:15-2:30	Large group activities
2:30-3:15	Developmental or learning activities-small group and individual
3:15-3:30	Snack time
3:30-4:00	Large group activities-story/music/creative movements
4:00-4:45	Self-selected activities
4:45-5:00	Preparation to go home
or	
4:45-5:30	Outdoor play
5:30-6:00	Self-selected activities/ prepare to go home

SAMPLE SCHEDULE
Half-Day Programs

Morning Program

8:30-8:40	Greeting and arrival/name tags
8:40-9:00	Large group activities
9:00-9:45	Self-selected activities
9:45-10:00	Small groups-evaluation time
10:00-10:15	Snack time
10:15-10:45	Outdoor activities
10:45-11:20	Small group activities
11:20-11:30	Preparation to go home

Afternoon Program

12:30-12:40	Greeting/lockers/name tags
12:40-1:00	Large group activities
1:00-1:50	Self-selected activities
1:50-2:00	Small groups-evaluation time
2:00-2:30	Outdoor activities
2:30-3:00	Snack and cleanup time
3:00-3:20	Small groups
3:20-3:30	Preparation to go home

SAMPLE SCHEDULE
"Open" Classroom

8:00-8:30	Arrival, health check, individualized activities
8:30-8:45	Planning time for children
8:45-9:45	Self-selected activities groups or independently)
9:45-10:15	Outdoor activities
10:15-10:45	Snack time
10:45-11:45	Story/music/creative movements (or self-selected activities
11:45-12:30	Lunch
12:30-12:50	Indvidualized quiet activities
12:50-2:00	Self-selected activities
2:00-2:30	Outdoor activities
2:30-3:00	Snack time
3:00-3:15	Snack time

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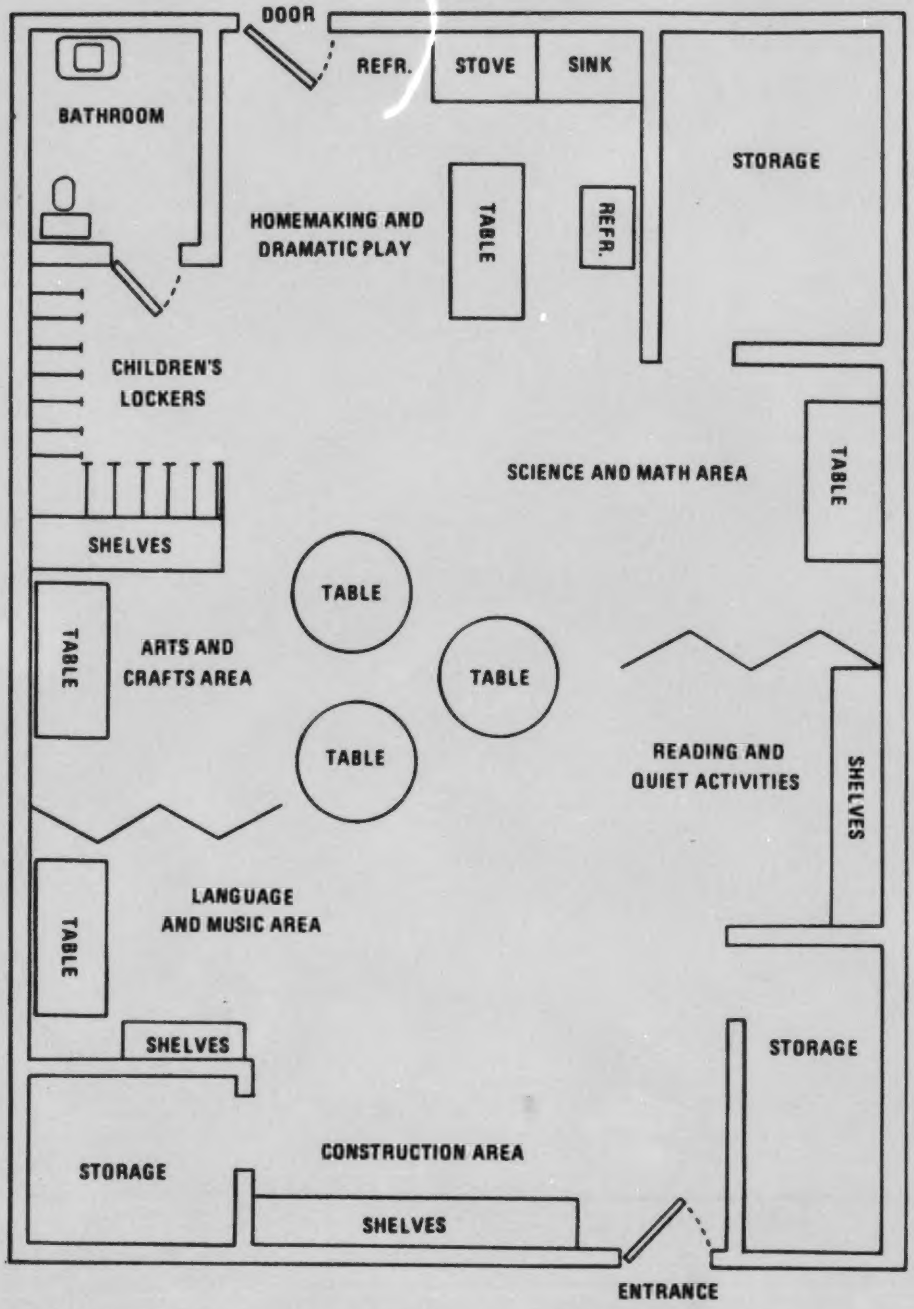
ASSIGNMENT SHEET #8

5. Provide enough space in the classroom for small group and whole group activities. Students assigned to observe the children during the class period should be seated to attract as little attention as possible.

Sample Room Arrangements for Children's Activities


DOOR
REFR.
STOVE
SINK
BATHROOM
STORAGE
HOMEMAKING AND DRAMATIC PLAY
TABLE
REFR.
CHILDREN'S LOCKERS
SCIENCE AND MATH AREA
TABLE
SHELVES
TABLE
TABLE
ARTS AND CRAFTS AREA
TABLE
TABLE
READING AND QUIET ACTIVITIES
SHELVES
TABLE
LANGUAGE AND MUSIC AREA
SHELVES
STORAGE
STORAGE
CONSTRUCTION AREA
SHELVES
ENTRANCE

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ASSIGNMENT SHEET #8

6. Obtain toys and play equipment necessary for each learning center.

   (NOTE: As the preschool is in operation for a short period of time, it would be nice to borrow the larger equipment, such as tables, chairs, and benches. These may be available from the school system or a nearby church school. Some play materials may be brought from homes of students, or made in class. It may be desirable to develop a plan for purchasing materials and supplies that may be used year after year. Equipment may be created from boxes and orange crates. Be sure to provide toys and play equipment that are safe and durable.)

SUGGESTED EQUIPMENT, MATERIALS, AND SUPPLIES FOR A CHILDREN'S PROGRAM

Carpentry

Scrap pieces of soft wood
Yarn in variety of colors
Bottle caps
Rubber bands
Large-headed hammers
Roofing nails (large heads)
Cross-cut saws
Large nuts, bolts, screws
Workbench with vise and clamps
Storage boxes or bins
Pegboard coded for hanging tools

Gardening

Small flower pots
Paper cups and empty egg cartons
Gardener's tools: rake, hoe, shovel, trowel, claw (child's size)
Seeds (flower, vegetable)
Water bucket or pitcher

Sand Play

Sand pile or sand table
Sturdy small shovels
Large smooth-rim tin cans, old pots and pans
Small buckets
Large wooden buckets
Measuring cups
Scoops or large spoons
Funnels
Wooden tool set--short handle (shovel, rake, hoe)
Small spades
Sand box or boxes (preferably large-protected from sun)
Sifting screens
Collection of cars, boats, trucks, to stimulate dramatic play (3 to 5 each)

Kitchen Utensils

Large wooden spoons
Set plastic forks and spoons
Plastic dustpan
Rolling pins (wooden)
Large spoons
Mashers
Strainers (large and small)
Meat mallet
Plastic measuring cups
Jelly molds
Sifters

Water Play

Hose, with turn-off valve, permitting only a small stream of water (25')
A second hose (50')
Garden Sprinkler
Sprinkling cans (plastic)
Water table
Wide, not deep, plastic buckets
Variety of objects that float
Variety of bath toys--including squeeze toys
Flutter ball (floats)
Sand and water mill

Music and Rhythm (Larger, expensive items optional)

Piano
Music books for teacher
Stereo portable record player (with rolling stand)
Records for music appreciation, holidays, singing, rhythm, games, stories
Storage cabinet
Autoharp

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ASSIGNMENT SHEET #8

Rhythm instruments:

- Triangles (2)
- Drum (1)
- Cymbal (1 pair)
- Wrist bells (2)
- Maracas (2)
- Sand blocks (4 pair)
- Tambourine (1)
- Sleigh bell (1)
- Rhythm sticks (1 pair per child)
- Castanets on wooden handle (2)
- Tom-Tom (1)

Area rug
Cassette tap recorder (twelve cassette tapes)
Rhythm bells
Step bells
Melody bells
Music cabinet--built-in (Optional)

Art

Large equipment:

- Double easels
- Rectangular tables
- Stack chairs (14")
- Magentic chalkboard (green)--portable
- Chalkboard, combination (portable)
- Sand table (indoor)
- Sand table (outdoor)
- Clayboards, hard surface tops

Small equipment:

- Easel brushes
- Paste brushes
- Outdoor paintbrushes
- Medium water pail
- Spatter paint boxes
- Toothbrushes (spatter paint)
- Spatter ink (eight color pack)
- Pipe cleaners (200--assorted colors)
- Wooden beads, colored
- Flannel board and scraps
- Modeling clay
- Charcoal
- Regular dustless chalk
- Colored dustless chalk

Erasers
Crayons
Tempera powder, 6 colors
Paste
Butcher paper
Drawing paper
Newsprint
Construction paper
Sand box toys (small pots, pans, spoons, egg beaters, lids, etc.)
Scissors (blunt points)
Scissors rack
Scissors (adult size)
Waterproof apron or smocks
Box assorted buttons
Pins, domestic
1/2" cellophane tape
1/2" masking tape
Thumbtacks (200 ct.)
Clothespins
Stapler
Staples
Hole punch
Pencil sharpener
Twine
Cellulose sponges
Sandpaper
Pencils, regular size
Pencils, large
Mixing bowls
Rectangular pan
Large mixing spoons
Flour
Salt
Wesson oil
Starch (Argo lump)
Soap flakes
Sawdust
Sand
Plastic straws
Small jars and plastic containers
Empty spools (assorted)
Paper towels
Ivory soap

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ASSIGNMENT SHEET #8

Miscellaneous:
- 1 Polaroid camera
- Corrugated paper (assorted)

Home-Family and Community

Kitchen (child size):
- Sink, stove (set of four)
- Refrigerator, cupboard
- Dress-up clothes (variety for role play)
- Table with two chairs
- Ironing board
- Iron
- Cookware set
- 2 cutlery sets
- Wooden laundry set
- Broom and dustpan
- Washtub
- Clothesline and pins
- Telephone set
- Pegboard coded with hooks for hanging equipment

Bedroom:
- Child-size bed(s)
- Dresser
- Mirror--full-length floor model
- Dolls
- Doll clothes

Block and Large-Muscle

Gym step-platform slide
Triangle set
Punching bag
Trampoline
Rocking boat
Child rockers
Small wooden boxes, nailed shut, painted (use cigar boxes)
Collection of assorted blocks, sanded and painted
Large wooden boxes for storage (apple boxes)
Dramatic play set (3 boxes, 3 boards, 3 steering wheels, 4 casters)
Storage shelves and/or shelf units
Hollow blocks, set of 6 each
Assorted blocks
Cart for above
Small transportation set
Large wooden transportation set:
- Trucks--wrecker, van, dump, plan transfer
- Bulldozer
- Boat
- Tractor and trailer
- Power shovel or derrick
- Hardwood train--riding size, floor train, child guidance railroad
- Gas station pumps

Language Activities

Sturdy, hard-covered picture books about transportation, animals, and everyday experiences of children
Simple wooden puzzles
Wooden capital letters
Shelves for books, or racks like those in public libraries
Racks to hold puzzles
Hand puppets (family, animals, story characters)
Finger puppets
Puppet stage (made of large box or crate)
Large attractive paintings hung at child's eye level
Table and chairs with chair pads, small rugs, or bean bag cushions to sit on
Flannel board and storytelling material

Science Activities

Table and/or low shelves to display plants and science activities
Magnifying glass (large)
Horseshoe magnets (large)
Large indoor thermometer
Large outdoor thermometer
Aquarium
Prisms
Ant farm
Trowel
Cultivator, small hand-type
Watering cans

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ASSIGNMENT SHEET #8

- Plant beds (low wooden boxes)--seeds and bulbs
- Plastic refrigerator dishes
- Hot plate
- Animal cage for visiting pets
- Measuring cups and spoons
- Pouring utensils

Numerical and Quantitative Concepts

- Scales
- Measuring cups
- Yardsticks
- Time-learning kit
- Rulers
- Puzzles involving numbers
- Felt numbers and shapes on felt board
- Books which mention numbers of things
- Wooden number and math symbols
- Number sorter
- Pegboards and accessories
- Play money
- Pint bottle
- Quart bottle
- Picture/number dominoes

Dramatic Play

- Small Stage
- Material, (square yard of colorful fabric)
- Wooden trucks
- Wooden boats
- Wooden train
- Dolls
- Family puppets
- Doll house with accessories
- Hats and handbags
- Dress-up clothes
- Beauty shop supplies and equipment
- Office area:
  - Typewriter
  - Adding machine
  - Pens and pencils
  - Paper and notebook
  - Telephone
  - Desk
  - Swivel chair
  - Wastebasket
- Store area:
  - Empty food cartons and containers
  - Paper bags
  - Play money
  - Basket
  - Cash register or adding machine adding machine
  - Shelf or table for counter

Manipulative Activities

- Puzzles
- Nesting blocks
- Pegboards and pegs
- Bead stringing
- Button stringing
- Table blocks
- Matching games
- Play dough
- Lacing cards
- Lotto games
- Paper
- Pens and pencils
- Paper
- Slate
- Chalk
- Bingo games
- Dominoes (picture, color, shape)
- Art materials and supplies

Outdoor Equipment

- Large wooden crates
- Wooden crates, boxes
- Wooden ladders with cleats
- Lighweight planks with cleats
- Push toys:
  - Barrels
  - Wheelbarrows
  - Walker
  - Tricycles (16" front wheels)
  - Metal wagons with solid rubber tires
- Large wooden spools
- Large inflated utility balls--6", 8 1/2", punching bag
- Low jungle gym (5' high)
- Low slide of hardwood (6' high)

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ASSIGNMENT SHEET #8

Sawhorses (pairs ranging from 12" to 24" in height)
Nail kegs
Swings with canvas seats (8' frame)--6 swings
Barrel with both ends out; screwed or nailed on platform
Rocking boats
Large train
Large fire engine
Large bus
Car body (stripped)
Boat-small (real)
Scooters
Footballs
Basketballs
Hoops
Stilts
Farm tractor and trailer
Large cardboad boxes to hide in, crawl through, etc.
Metal climbing gym

General Supplies

Cots or mats (for all-day program)
Locker units
Extra set of clothes for each child
First aid kit
Blankets
Flashlight

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Study obersvation sheet on behavior and characteristics of children as they participate in the preschool activities.

Plan regular class periods for discussion and evaluation of preschool activities. It is desirable to schedule the preschool every other day or only three or four days during the week so that evaluation may be done often and there will be enough time for planning.

ASSIGNMENT SHEET #8

PART II

Develop a schedule for preschool on the following chart. Also, list the person(s) responsible and the equipment and supplies needed for each activity. Use this schedule as you conduct preschool.

TIME	ACTIVITY	PERSON(S) RESPONSIBLE	SUPPLIES AND EQUIPMENT NEEDED

PRESCHOOL-AGE CHILDREN
UNIT I

TEST

NAME________________________________ SCORE________________

1. Match terms associated with preschool-age children to the correct definitions. Place the correct numbers in the blanks provided.

______a. Brothers and sisters

______b. Large and small muscle growth and coordination

______c. Children who are three, four, and five years old

______d. Areas in the preschool planned for specific activities that will help children achieve developmental tasks

______e. Growth responsibility that arises at or about a certain time in life in which successful accomplishment leads to success in later tasks

______f. Process of watching, recording, and evaluating children's behavior

1. Preschool-age
2. Developmental tasks
3. Motor development
4. Observation
5. Siblings
6. Learning centers

2. Explain the importance of studying preschool-age children.

____

____

3. Name ways in which preschool-age children develop.

a. ____

b. ____

c. ____

d. ____

4. Select from the following list developmental tasks of preschool-age children. Mark each correct answer with an "X."

______a Learn to count

______b. Learn to write name

______c. Learn sex differences

______d. Learn to color

______e. Learn to tell right from wrong

______f. Able to care for self

______g. Learn to share

______h. Learn about their surroundings

______i. Learn to sing

______j. Learn to relate to parents, siblings, and others

5. Distinguish among characteristics of three-, four-, and five-year-olds. Place a "3" in the blanks before statements describing three-year-olds, a "4" in the blanks before statements describing four-year-olds, and a "5" in the blanks before statements describing five-year-olds.

______a. Follows directions with two or three parts

______b. Begins group play

______c. Asks "why" often

______d. Imitates or "parrots" what others say or do

______e. Tries to use language in a grown-up way; knows 1,500-2,000 words

______f. Labels most familiar objects and can tell about them

______g. Has trouble separating fact from fantasy; is good at making up stories and has imagination that often causes fear and worry

______h. Able to skip

______i. Shows some ability to act on own

______j. May forget to use bathroom until it is too late

______k. Able to express ideas and feelings freely and clearly; uses words to organize and help in thinking; knows 2,000-2,500 words

______l. Forms special friendships

______m. Is hard to discipline because of self-determination

______n. Can follow directions but will often question

______o. Has good bathroom habits

______p. Begins to have self-confidence and to trust others

______q. Can be patient in waiting for needs to be met

______r. Can refer to events of yesterday and look forward to events tomorrow _____s. Has some trouble knowing difference between "real" and "pretend"

_____t. Knows 900-1,200 words, but still has more ideas than can actually be put into words

_____u. Begins to know right from wrong

_____v. Begins to say "no" less often

_____w. Wants needs taken care of now; impatient

_____x. Can participate well in group activities and games

6. Select from the following list advantages of a good child-care center for preschool-age children. Mark each correct answer with an "X."

_____a. Increases sibling rivalry

_____b. Teaches good manners and sharing

_____c. Helps children to rely on themselves rather than family

_____d. Helps teach good toileting habits

_____e. Provides enrichment experiences

_____f. Encourages awareness of others

_____g. Helps get children ready for school routine

_____h. Helps children achieve developmental tasks

7. State the purposes of vocational home economics preschool.

a. ______________________________

b. ______________________________

c. ______________________________

8. Select from the following list responsibilities of students while conducting a preschool. Mark each correct answer with an "X."

_____a. Pack childrens' lunches

_____b. Play with children

_____c. Supervise large group play

_____d. Carry out learning activities

_____e. Set up preschool

_____f. Greet parents

_____g. Help children when leaving

______h. Straighten after indoor activities

______i. Swing children

______j. Lead small group time

______k. Help with toileting

______l. Solve disagreements

______m. Greet children, provide name tags, and help them with their things

______n. Supervise outdoor play activities

______o. Prepare, serve, and clean up after snacks/lunch

______p. Feed fish

______q. Straighten after outdoor activities

9. Select from the following list guidelines for observing preschool-age children. Mark each correct answer with an "X."

______a. Go in groups of at least five to observe

______b. Observe groups of five to six children in one sitting

______c. Stand to observe children

______d. Dress appropriately for observations

______e. Join children's activity groups to observe

______f. Observe only when scheduled

______g. Leave unneeded items outside the observation site

______h. Enter the observation site so that children's activities are least bothered

______i. Ask children questions while observing them

10. Describe ways to work with preschool-age children.

a. Giving suggestions or directions

____

____

____

____

____

b. Respecting children as separate human beings

____

____

____

____

____

c. Maintaining limits

____

____

____

____

____

____

____

11. Name five learning centers often found in preschool or child care center.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

12. Select from the following list what to consider in planning meals and snacks for preschool-age children. Mark each correct answer with an "X."

______a. Simple foods

______b. Foods that are fun to eat

______c. Large amounts so they can have plenty to eat

______d. Basic four food groups to plan nutritious meals and snacks

______e. Finger foods

______f. Two or three new foods introduced during one meal _____g. Bright food colors when possible

_____h. Variety of foods

_____i. Sugared foods

13. Observe preschool-age children.

14. Evaluate child care center.

15. Select a book for preschool-age children.

16. Select toys and play equipment for preschool-age children.

17. Plan and prepare nutritious snacks and meals for preschool-age children.

18. Write letters to parents inviting children to attend preschool.

19. Prepare information sheet for children attending preschool.

20. Conduct preschool.

(NOTE: If activities 13-20 have not been finished before the test, ask your instructor when they should be completed.)

PRESCHOOL-AGE CHILDREN
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 400.)

1. (12 points)

   a. 5
   b. 3
   c. 1
   d. 6
   e. 2
   f. 4

2. (5 points)

   Explanation should include.

   To understand how and why preschool years affect how a person grows up

3. (4 points)

   a. Physically

   b. Mentally

   c. Emotionally

   d. Socially

4. (20 points)

   c, e, f, h, j

5. (48 points)

   a. 5
   b. 3
   c. 3
   d. 3
   e. 4
   f. 4
   g. 4
   h. 5
   i. 5
   j. 3
   k. 5
   l. 4
   m. 4
   n. 4
   o. 5
   p. 4
   q. 5
   r. 5
   s. 3
   t. 3
   u. 5
   v. 3
   w. 3
   x. 5

6. (16 points)

   b, c, e, f, g, h

7. (6 points)

   a. To plan and carry out activities for preschool-age children

   b. To observe preschool-age children at play

   c. To have actual experience with preschool-age children

8. (34 points)

   c, d, e, g, h, j, k, m, n, o, q

9. (18 points)

   d, f, g, h

10. (15 points)

    Description should include.

    a. Giving suggestions or directions

       1) Be positive

       2) Speak slowly and in short sentences

       3) Be patient; many lessons need many reminders

       4) Give only one direction at a time

       5) Keep in mind that children tend to be slow

       6) If one way does not work, wait awhile and try another

    b. Respecting children as separate human beings

       1) Let children do things for themselves rather than being constantly dependent on adults

       2) Always ask yourself why children behave in particular ways

       3) Laugh *with* children and not *at* them

       4) Try to look through children's eyes

    c. Maintaining limits

       1) Give children choices only when you intend to accept their decisions

2) Redirect a child's interest or activities away from "no-no's"

3) Overlook many small mistakes

4) Protect children's health

5) Let children choose, even make mistakes, within limits of physical safety and moral behavior

11. (5 points)

Any five of the following:

a. Science center

b. Art center

c. Housekeeping center

d. Library center

e. Manipulative center

f. Music center

g. Playground

h. Building block center

12. (18 points)

a, b, d, e, g, h

13. Evaluated to satisfaction of instructor (60 points)

14. Evaluated to satisfaction of instructor (15 points)

15. Evaluated to satisfaction of instructor (10 points)

16. Evaluated to satisfaction of instructor (15 points)

17. Evaluated to satisfaction of instructor (20 points)

18. Evaluated to satisfaction of instructor (15 points)

19. Evaluated to satisfaction of instructor (15 points)

20. Evaluated to satisfaction of instructor (75 points)

ORGANIZING A KITCHEN
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to organize and evaluate kitchens. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with organizing a kitchen to the correct definitions.
2. State the goal of organizing a kitchen.
3. Arrange in order steps to complete for a well-planned kitchen.
4. Describe the kitchen work triangle.
5. Select from a list factors to consider when organizing a kitchen.
6. Label types of kitchens.
7. Describe types of kitchens.
8. Name kitchen work centers.
9. Match items to be stored in the kitchen to the correct work centers.
10. Select from a list guidelines for kitchen storage.
11. Determine activities for work centers.
12. Determine storage for items in work centers.
13. Evaluate kitchen.
14. Organize kitchen storage.

ORGANIZING A KITCHEN
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Order films, filmstrips, and games planned to supplement unit.

   B. Provide student with objective sheet.

   C. Provide student with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information sheet.

   F. Discuss assignment sheets.

   G. Adapt materials for special needs students.

   H. Supplement unit with multimedia kit "Your Space Age Kitchen." Teaching kit is available for purchase from Consumer Information Services, Dept. 703--Public Relations, Sears, Roebuck and Co., 7401 Skokie Blvd., Skokie, Illinois 60076.

   I. Have students make posters or bulletin boards of different types of kitchens.

   J. Have students select and read instruction booklet on a major appliance and report to class. Encourage students to demonstrate use and care of appliance.

   K. Lead discussion on how kitchen needs might vary for:

      1. Single person's apartment

      2. Retired couple

      3. Handicapped person

      4. Newly married couple

      5. Couple with a new baby

      6. Family of six

      7. Tall person

      8. Short person

   L. Assign students to bring pictures of kitchens to class to compare and evaluate them for arrangement and interior decoration.

M. Invite the following as panel members to discuss kitchen planning: representative from kitchen planning department of major department store, appliance sales and service personnel, representatives from local utility companies, extension home economist, interior decorator, architect, or builder.

N. Discuss and find pictures of centers often included in kitchens, such as dining center, breakfast bar, menu planning center, laundry center.

O. Work with industrial arts teacher and students to plan and build storage aids for the home economics classroom.

P. Have students complete a time and motion study on kitchen before and after reorganization.

Q. Allow students to bring small appliances from home. Have each student demonstrate to class the use of the appliance through preparation of a food. Discuss energy used by appliance as well as care required.

R. Have a few class members who vary in height demonstrate brief kitchen jobs, such as rolling out pastry dough, washing dishes, and reaching up to wall cabinet shelving. Lead class discussion on the following questions:

   1. What problems were involved in doing these tasks for each person of a different height?

   2. What adjustments should be made for each person?

   3. What was the most comfortable height for each person in each activity?

S. Invite a resource person to discuss kitchen lighting alternatives.

T. Make a "sorting" game with the names of kitchen work centers and food items and equipment to be stored in work centers. This game will allow practice in identifying "where" the "what" should be stored. Be sure to write the correct answers on the back of paper slips identifying items to be stored.

U. Lead discussion of present day food habits and their impact on kitchen design.

V. Have students complete Assignment Sheet #4 as a home experience.

W. Give test.

X. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

   1. Assignment Sheet #1--Determine Activities for Work Centers

   2. Assignment Sheet #2--Determine Storage for Items in Work Centers

3. Assignment Sheet #3--Evaluate Kitchen

4. Assignment Sheet #4--Organize Kitchen Storage

D. Answers to assignment sheets

E. Test

F. Answers to test

III. Unit references:

A. Starr, Mary Catherine. *Management For Better Living.* Lexington, Massachusetts: D.C. Heath and Company, 1968.

B. Sherwood, Ruth F. *Homes Today and Tommorrow.* rev. ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

C. Sherwood, Ruth F. *Homes Today and Tommorow: Student Guide.* rev. ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

D. Kelly, Joan, and Landers, Eddye Eubanks. *Today's Teen.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

E. "Your Space Age Kitchen." *Hidden Values Series.* Chicago: Sears, Roebuck and Co., 1970.

F. Editors of Sunset Books and Sunset Magazine. *Planning and Remodeling Kitchens.* Menlo Park, California: Lane Publishing Co., 1976.

G. *Your Gas Kitchen and Laundry.* Consumer Information Committee, American Gas Association, 1515 Wilson Blvd., Arlington, Virginia 22209.

H. *Kitchen Planning and Home Storage.* 3 mini-filmstrips, filmstrip scripts, booklet, teacher's guide, spirit master, printed original graph. Rubbermaid Incorporated, 1977. Available from Rubbermaid Incorporated, Home Service Center, Wooster, Ohio 44691.

I. Benson, Ann. *Home Economics II: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

J. Herndon, Sue. "Storage." *Family Living Topics.* (T-5131). Stillwater: Oklahoma State University, Home Economics Extension Service, n.d.

ORGANIZING A KITCHEN
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Work triangle--Area formed by drawing imaginary lines to centers of refrigerator, sink, and range; these three work centers are the points of the design and the paths between them are the sides

   B. Work center--Contains one of three major appliances (refrigerator, sink, or range) and the ingredients, utensils, and counter space necessary to do tasks which relate to the appliance

II. Goal of organizing a kitchen--To efficiently store, plan, prepare, and serve foods

III. Steps to complete for a well-planned kitchen

   A. List major activities for which you use your kitchen

      Examples: Dining, desk work area, preparing and serving regular meals three times a day, entertaining

   B. List all the features that you want to include

      Examples: Cook top, double oven, microwave oven, dishwasher, cutting surface, double sink, food waste disposer

   C. Decide on the amount of money you can spend

   D. Select a qualified person to do the work

   E. Work with selected person to plan kitchen

      Examples: Resale value, work triangle placements, work center organizations, plumbing, electricity, and decorating plans

   F. Complete plans

   G. Organize storage in completed kitchen

IV. Kitchen work triangle

   (NOTE: The following descriptions are for the most desirable situations.)

   A. Total distance of the work triangle should not total more than 22 feet or less than 12 feet

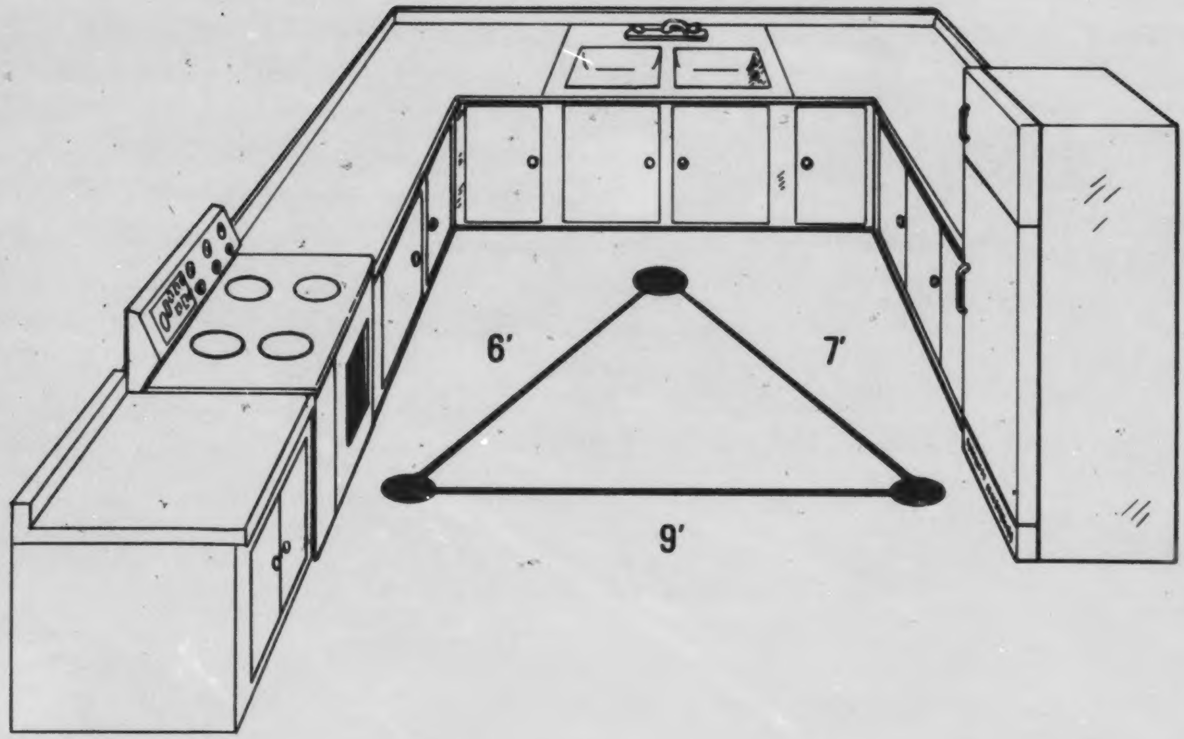
   B. Sink should be located between refrigerator and range for easy access

INFORMATION SHEET

C. Distance between work centers should be divided

1. Sink to range, 4-6 feet
2. Refrigerator to sink, 4-7 feet
3. Range to refrigerator, 4-9 feet

Example:



INFORMATION SHEET

V. Factors to consider when organizing a kitchen (Assignment Sheet #3)

A. Budget

B. Personal and family activities

Example: Eating in the kitchen area; baking breads, pies, and cakes; preparing convenience foods; entertaining

C. Location of kitchen

(NOTE: This includes both the location of the kitchen within the house plan and the location of the house on the building site. You should be able to get to the kitchen from both service and guest entrances but should not see the kitchen from main entrance of living room.)

D. Ventilation

(NOTE: A good ventilation system removes unpleasant odors, steam, grease, and heat. It should be located as close to the range or cook top as possible.)

E. Plumbing for gas, water, and sewer

F. Wiring for electricity and phone

G. Lighting

Examples: Above sink, above range, under wall cabinet

(NOTE: Lighting should be organized so that you do not work in your own shadow or so that is does not shine directly in your eyes.)

H. Appliances

(NOTE: These should be chosen carefully because they should last for several years.)

Examples: Trash compactor, dishwasher, food waste disposer, range, microwave oven, cooktop, refrigerator, freezer, oven

I. Arrangement of kitchen

Examples: Storage space, work space/counter space, work triangle arrangement and distance, space for movement, height of lower cabinets and upper shelves

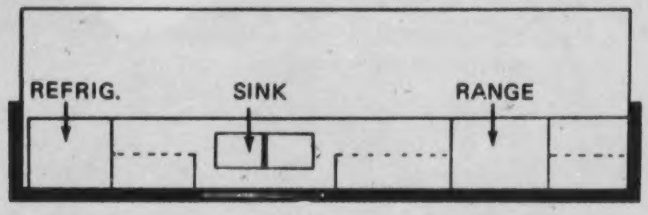
J. Interior decoration

Examples: Coordination of color scheme, floor covering, wall covering, cabinet building materials and finish, window treatment, accessory items

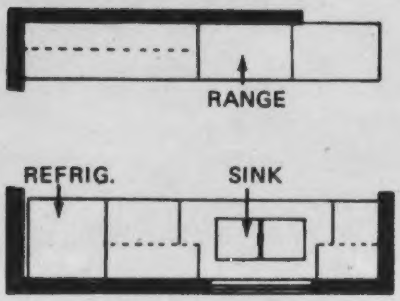
INFORMATION SHEET

VI. Types of kitchens

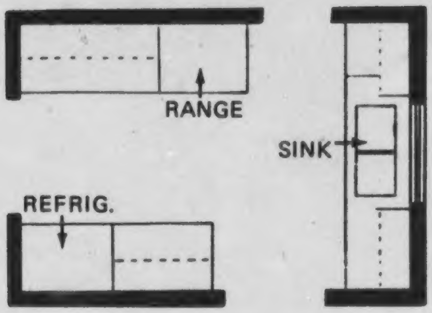
A. One-wall


REFRIG.
SINK
RANGE

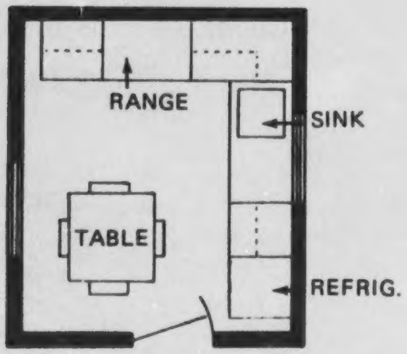
B. Two-wall


RANGE
REFRIG.
SINK

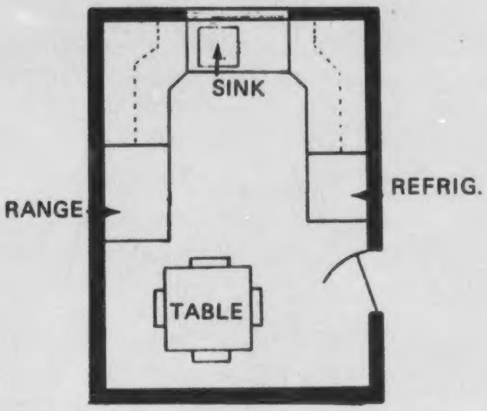
C. Separate-unit


RANGE
SINK
REFRIG.

D. L-shape


RANGE
SINK
TABLE
REFRIG.

E. U-shaped


SINK
RANGE
REFRIG.
TABLE

Used by permission of D. C. Heath and Co., from *Management for Better Living,* 3rd ed., by Mary Catherine Starr, copyright 1968, p. 263.

INFORMATION SHEET

VII. Descriptions of types of kitchens

(NOTE: These types of kitchen arrangements are made to contain the work triangle. Each has advantages and disadvantages. There are variations of these types of basic arrangements.)

A. One-wall--Found in apartments and vacation homes with limited space and narrow rooms; hard to plan to allow enough work and storage space without making travel between work centers awkward

B. Two-wall--Found in apartments and homes; economical to build; good planning can squeeze the most into the smallest area; encourages traffic

C. Separate-unit--Found in homes that have several rooms; one work center found per unit with utensils placed near each one; easy to have too much space between units; encourages traffic

D. L-shaped--Appliances found along two adjoining walls; good for a kitchen where more than one person will be working; traffic does not interfere with work triangle; often includes dining area

E. U-shaped--Most efficiently arranged shape; appliances are arranged evenly along three adjoining counters; traffic does not go through work area; lots of counter space with sink usually in the middle

VIII. Kitchen work centers

(NOTE: Work centers may vary from kitchen to kitchen.)

A. Range center

B. Sink center

C. Refrigerator center

D. Mixing center

IX. Items to be stored in kitchen work centers (Assignment Sheets #1, #2, and #3)

(NOTE: Storage will vary according to work centers, equipment owned, and amount of food and supplies.)

A. Range center

1. Foods--Canned vegetables and main dishes, sauce mixes, frying fats and oils, salt and pepper, seasonings, rice and macaroni products

2. Equipment--Measuring spoons, measuring cups, can opener, ladles, stirring spoons, slotted spoons, turners, cooking forks, serving dishes, saucepans, skillets, pot holders

INFORMATION SHEET

B. Sink center

1. Foods--Vegetables, canned soups, dried soups, dried fruits, peas, beans, cocoa, coffee, tea
2. Equipment--Measuring cups and spoons, coffee pot, tea pot, paring knives, vegetable brush, wastebasket, extra bottles and jars, detergent, dish cloths, scouring powder

C. Refrigerator center

1. Supplies--Waxed paper, aluminum foil, paper towels, plastic wraps, plastic bags
2. Equipment--Refrigerator containers, freezer containers, glasses, bottle openers, pitchers, dessert servers, ice cream scoop

D. Mixing center

1. Foods--Prepared mixes, bread crumbs, flour, sugar, spices, shortening
2. Equipment--Baking pans, cookie sheets, rolling pin, sifter, mixing bowls, mixing spoons, measuring spoons, measuring cups, bowl scrapers, mixers and beaters, graters, chopper, knives, casserole dishes, small appliances

   Examples of small appliances: Blender, wok, mixer, toaster, fondue pot, can opener

X. Guidelines for kitchen storage (Assignment Sheet #4)

A. Store at point of first use

Examples: Dish towels and cleaning supplies should be stored near the kitchen sink

(NOTE: It is often a good idea to purchase duplicate items that are frequently used at two or more work centers.)

B. Plan storage space to fit items

Example: Tall and long cookie sheets will require tall storage space; heavy equipment should be stored at waist level to avoid lifting

C. Stack articles of the same size and shape

Examples: Stack plates or bowls of similar size; do not stack items that do not easily fit inside each other

INFORMATION SHEET

D. Place articles used most often within easy sight and reach

(NOTE: Stretching and reaching can waste both time and energy. Store foods and equipment within easy grasp by using storage aids such as lazy Susans, step shelves, racks, sliding shelves, and adjustable shelves.)

E. Store little used items on top shelves

Examples: Christmas candy dishes, large platters that are seldom used

ORGANIZING A KITCHEN
UNIT I

ASSIGNMENT SHEET #1--DETERMINE ACTIVITIES FOR WORK CENTERS

NAME ______________________________ SCORE ________________

Can you imagine the confusion of equipment, supplies, and appliances being located helter-skelter around the kitchen? It would take forever to prepare even the simplest of meals. Confusion can be avoided by organizing work centers.

Consider the following activities that take place in kitchens and the center where each will take place. Place a ✓ in the appropriate column. For help with this assignment refer to unit information or other resources.

ACTIVITY	RANGE	SINK	REFRIGERATOR	MIXING
Place dough on cookie sheet				
Fry potatoes				
Dispose of garbage				
Serve vegetables				
Season vegetables				
Prepare cocoa				
Peel potatoes				
Make sandwiches				
Throw away trash				
Clean fruits and vegetables				
Scoop ice cream				
Scrape mixing bowl				
Prepare lasagna				
Roll out pie dough				
Chill salad				
Chop pecans				
Sift flour				
Make one glass of iced tea				
Bake casserole				
Grate carrots				

ORGANIZING A KITCHEN
UNIT I

ASSIGNMENT SHEET #2--DETERMINE STORAGE FOR ITEMS IN WORK CENTERS

NAME________________________________ SCORE ________________

Endless hours of time can be wasted if storage is not organized for convenience. Kitchen supplies and equipment must be stored within easy reach. In which of the work centers would you store each of the following? Place a ✓ in the appropriate column. For help with this assignment refer to unit information or other resources.

KITCHEN SUPPLIES AND EQUIPMENT	RANGE	SINK	REFRIGERATOR	MIXING
Frozen corn				
Cake pan				
Scrub brushes				
Sugar				
Electric mixer				
Slotted serving spoon				
Hamburger meat				
Serving dishes				
Silverware				
Pot holders				
Dinnerware				
Cake mix				
Dishwashing detergent				
Paring knife				
Dish towels				
Glass water pitcher				
Canned soup				
Cookie sheet				
Flour				

ASSIGNMENT SHEET #2

KITCHEN SUPPLIES AND EQUIPMENT	RANGE	SINK	REFRIGERATOR	MIXING
Stirring spoons				
Refrigerator tape				
Cooking oil				
Skillet				
Water glasses				
Canned green beans				
Paper towels				

ORGANIZING A KITCHEN
UNIT I

ASSIGNMENT SHEET #3--EVALUATE KITCHEN

NAME______________________________ SCORE ________________

The kitchen is one of the busiest rooms in the house. It is where the family gathers and where snacks and meals are prepared. A good kitchen does not just happen! It takes lots of planning and thought to see that the kitchen is designed for saving time and energy. The kitchen is also a costly room to build or remodel! Plans must be carefully evaluated.

Complete the following checklist to evaluate your or someone else's kitchen. As you complete this checklist make recommendations for ways to improve the kitchen.

EVALUATE . . .	YES	NO	RECOMMENDATIONS FOR CHANGE
Location			
Is the view from the kitchen pleasant?	___	___	______________________ ______________________ ______________________
Are you able to reach other rooms in the house easily?	___	___	______________________ ______________________ ______________________
Does the major traffic route cross the work triangle?	___	___	______________________ ______________________ ______________________
Is the kitchen close to or does it contain an outside door?	___	___	______________________ ______________________ ______________________
Is the kitchen next to the dining area?	___	___	______________________ ______________________ ______________________

ASSIGNMENT SHEET #3

EVALUATE . . .	YES	NO	RECOMMENDATIONS FOR CHANGE
Ventilation			
Is the kitchen well ventilated?	___	___	___ ___ ___
Is the ventilation system located as near to the range or cooktop as possible?	___	___	___ ___ ___
Plumbing for Gas, Water and Sewer			
Is the plumbing present at places where it is needed?	___	___	___ ___ ___
Wiring for Electricity and Phone			
Is wiring located where needed?	___	___	___ ___ ___
Are there enough outlets to plug in all equipment that needs to be used at one time?	___	___	___ ___ ___
Lighting			
Is room lighted uniformily without glare?	___	___	___ ___ ___
Is each work center well lighted?	___	___	___ ___ ___

ASSIGNMENT SHEET #3

EVALUATE . . .	YES	NO	RECOMMENDATIONS FOR CHANGE
Lighting (Continued)			
Are switches conveniently located?	___	___	___ ___ ___
Appliances			
Is the space provided for each appliance adequate?	___	___	___ ___ ___
Do the appliances contain features that you would like?	___	___	___ ___ ___
Storage Space			
Does the kitchen provide a minimum 10-14 linear feet of base cabinet storage?	___	___	___ ___ ___
Does the kitchen provide a minimum 10 linear feet of wall cabinets?	___	___	___ ___ ___
Is storage space designed to easily store supplies and equipment?	___	___	___ ___ ___
Counter Space			
(NOTE: Counter space measurements may overlap.)			
Is there a minimum of 18 inches of space on the latch side of the refrigerator?	___	___	___ ___ ___

ASSIGNMENT SHEET #3

EVALUATE . . .	YES	NO	RECOMMENDATIONS FOR CHANGE
Counter Space (Continued)			
Is there a minimum 24 inches of space on both sides of the range?	___	___	___ ___ ___
Is there a minimum 30-36 inches of space on both sides of sink?	___	___	___ ___ ___
Is there a minimum 36-42 inches of space available for this work center?	___	___	___ ___ ___
Work Habits			
Can work flow easily from right to left for right-handed people and left to right for left-handed people?	___	___	___ ___ ___
(NOTE: Work flow should begin with the refrigerator, go to the sink, and then the range.)			
Work Triangle Arrangement and Distance			
Is the distance around the work triangle betweeen 12 and 22 feet?	___	___	___ ___ ___
Do the sides of the triangle measure as follows:			
------4 to 7 feet between sink and refrigerator?	___	___	___
------4 to 6 feet between sink and range?	___	___	___
------4 to 9 feet between range and refrigerator?	___	___	___

ASSIGNMENT SHEET #3

EVALUATE . . .	YES	NO	RECOMMENDATIONS FOR CHANGE
Work Triangle Arrangement and Distance (Continued)			
Is the sink placed between the range and the refrigerator?	___	___	______ ______ ______
Aisle Space			
Is there a minimum of 48 inches of space between work counters?	___	___	______ ______ ______
(NOTE: This measurement is for one person working in the kitchen. Fifty-four inches should be allowed for more than one person.)			
Height of Lower Cabinets and Upper Shelves			
Does lower cabinet height fit your needs? Is the height comfortable for you to work?	___	___	______ ______ ______
(NOTE: Standard cabinet height is 36".)			
Can you easily reach upper shelves in the cabinet?	___	___	______ ______ ______
Is the space between wall cabinets and counter surface 16-18 inches?	___	___	______ ______ ______
Are base cabinets 24 inches deep?	___	___	______ ______ ______
Are wall cabinets 13 inches deep?	___	___	______ ______ ______

ASSIGNMENT SHEET #3

EVALUATE . . .	YES	NO	RECOMMENDATIONS FOR CHANGE
Color Scheme			
Is there a planned color scheme?	___	___	______________ ______________ ______________
Floor Coverings			
Are floor coverings durable, attractive, easily kept, and part of a color scheme?	___	___	______________ ______________ ______________
Wall Covering			
Are wall coverings or paint durable, attractive, easily kept, and part of a color scheme?	___	___	______________ ______________ ______________
Countertops			
Are countertops durable, attractive, easily kept, and part of a color scheme?	___	___	______________ ______________ ______________
Cabinet Building Materials and Finish			
Do the cabinets complement the entire kitchen?	___	___	______________ ______________ ______________
Are the cabinets durable?	___	___	______________ ______________ ______________

ASSIGNMENT SHEET #3

EVALUATE . . .	YES	NO	RECOMMENDATIONS FOR CHANGE
Window Treatment			
Do window treatments complement the kitchen?	__	__	____________________ ____________________ ____________________
Do window treatments seem appropriate for the window area?	__	__	____________________ ____________________ ____________________

ORGANIZING A KITCHEN
UNIT I

ASSIGNMENT SHEET #4--ORGANIZE KITCHEN STORAGE

NAME____________________ SCORE __________

The key to time and energy management in the kitchen is in well-organized storage. As renters or even homeowners, we do not often have the opportunity to plan a kitchen or even remodel one. We are usually "stuck" with what we've got!! It is up to us to make the most of the space available. This can be done by making a plan to organize kitchen storage.

Use unit information and the following steps to develop your own plan for organizing kitchen storage. Then use this plan to organize kitchen storage in your home economics department or home. Evaluate your storage organization upon completion of this project.

Steps in organizing kitchen storage:

1. Identify work centers
2. List equipment and supplies that will be stored in kitchen
3. Decide in which work center equipment and supplies need to be stored
4. Organize kitchen storage considering guidelines established in this unit

PART I

In the space provided below develop your kitchen organization plan.

WORK CENTER	EQUIPMENT AND SUPPLIES
______________________	______________________ ______________________ ______________________ ______________________ ______________________ ______________________ ______________________

ASSIGNMENT SHEET #4

WORK CENTER	EQUIPMENT AND SUPPLIES

WORK CENTER	EQUIPMENT AND SUPPLIES

ASSIGNMENT SHEET #4

WORK CENTER	EQUIPMENT AND SUPPLIES
______________________	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________

WORK CENTER	EQUIPMENT AND SUPPLIES
______________________	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________
	______________________

ASSIGNMENT SHEET #4

PART II

Organize your kitchen storage space according to your plan. Answer the following questions upon completion of this assignment.

1. Did you store items at the point of first use? ______

   Explain your answer ______

   ______

   ______

   ______

2. Were you able to fit items into storage space provided? ______

3. Do changes need to be made to better meet your storage needs? ______

   If so, explain changes that need to be made ______

   ______

   ______

   ______

4. Are there storage aids that you could purchase that would help solve any storage problems? ______

   If so, describe the storage aid and explain how it might help solve your storage problem. ______

   ______

   ______

5. Were you able to place articles used most often within easy sight and reach? ______

   If so, give examples ______

   ______

   ______

6. Were you able to store little used items on top shelves or in harder to reach areas? ______

   If so, give examples. ______

   ______

   ______

   ______

ORGANIZING A KITCHEN
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. Mixing
2. Range
3. Sink
4. Range
5. Range
6. Sink
7. Sink
8. Refrigerator
9. Sink
10. Sink
11. Refrigerator
12. Mixing
13. Range
14. Mixing
15. Refrigerator
16. Mixing
17. Mixing
18. Refrigerator
19. Range
20. Mixing

Assignment Sheet #2

1. Refrigerator
2. Mixing
3. Sink
4. Mixing
5. Mixing
6. Range
7. Refrigerator
8. Range
9. Sink
10. Range
11. Sink
12. Mixing
13. Sink
14. Sink
15. Sink
16. Refrigerator
17. Range
18. Mixing
19. Mixing
20. Range
21. Refrigerator
22. Range
23. Range
24. Refrigerator
25. Range
26. Sink

ORGANIZING A KITCHEN
UNIT I

TEST

NAME______________________________ SCORE________________

1. Match terms associated with organizing a kitchen to the correct definitions. Write the correct numbers in the blanks provided.

_____a. Contains one of three major appliances (refrigerator, sink, or range) and the ingredients, utensils, and counter space necessary to do tasks which relate to the appliance	1. Work triangle
_____b. Area formed by drawing imaginary lines to centers of refrigerator, sink, and range; these three work centers are the points of the design and the paths between them are the sides	2. Work center

2. State the goal of organizing a kitchen.

____

____

____

____

____

3. Arrange in order steps to complete for a well-planned kitchen. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Work with selected person to plan kitchen

_____b. Decide on the amount of money you can spend

_____c. Organize storage in completed kitchen

_____d. List all the features that you want to include

_____e. Select a qualified person to do the work

_____f. Complete plans

_____g. List major activities for which you use your kitchen

4. Describe the kitchen work triangle.

5. Select from the following list factors to consider when organizing a kitchen. Mark each correct answer with an "X."

______a. Arrangement of kitchen

______b. Plumbing for gas, water, and sewer

______c. Location of grocery store

______d. Ventilation

______e. Family appetites

______f. Appliances

______g. Nutrition

______h. Budget

______i. Interior decoration

______j. Number of pets

______k. Wiring for electricity and phone

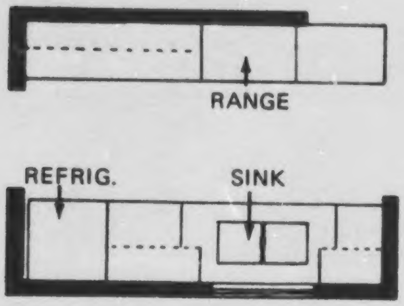
______l. Personal and family activities

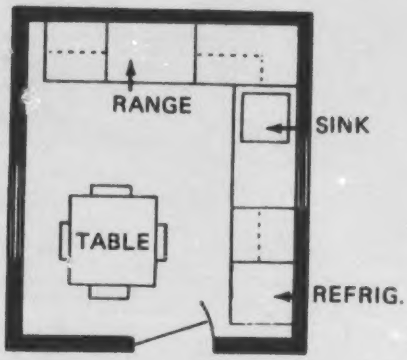
______m. Food preferences

______n. Lighting

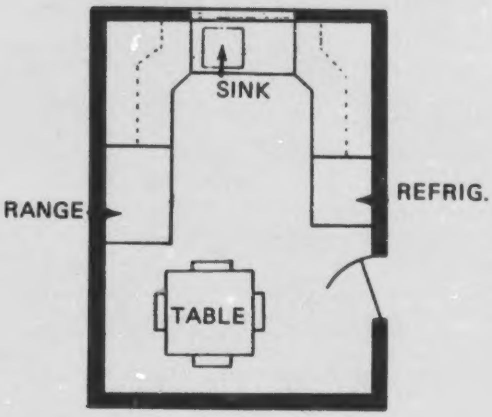
______o. Location of kitchen

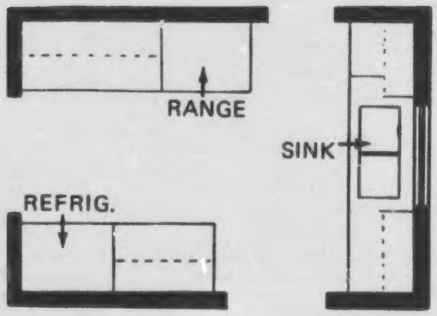
6. Label types of kitchens shown in the following drawings. Write the correct names in the blanks provided.


RANGE
REFRIG.
SINK

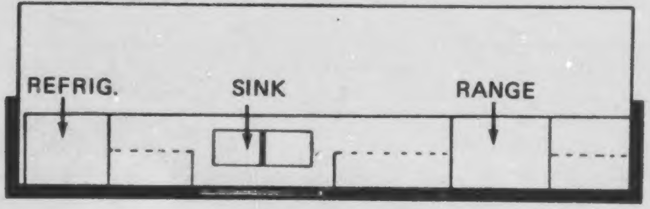

RANGE
SINK
TABLE
REFRIG.

a. ____________________ b. ____________________


SINK
RANGE
REFRIG.
TABLE


RANGE
SINK
REFRIG.

c. ____________________ d. ____________________



e. ____________________

7. Describe types of kitchens.

   a. One-wall--

   b. Two-wall--

   c. Separate unit--

   d. L-shaped--

   e. U-shaped--

8. Name the four kitchen work centers.

   a.

   b.

   c.

   d.

9. Match items to be stored in the kitchen to the correct work centers. Write the correct numbers in the blanks provided. Some blanks may have more than one number.

______a. Measuring spoons and cups
______b. Chopper
______c. Detergent
______d. Slotted spoon
______e. Seasonings
______f. Dried fruits, peas, beans
______g. Knives
______h. Plastic wrap
______i. Dessert servers
______j. Ladles
______k. Dish clothes
______l. Canned soup
______m. Bowl scrapers
______n. Small appliances
______o. Plastic bags
______p. Canned vegetables and main dishes
______q. Turners
______r. Cocoa
______s. Tea pot
______t. Dinnerware
______u. Cooking forks
______v. Rice and macaroni products
______w. Cookie sheets
______x. Graters
______y. Can openers
______z. Sauce mix

1. Range center
2. Sink center
3. Refrigerator center
4. Mixing center

____aa. Salt and pepper
____bb. Vegetable brush
____cc. Coffee pot
____dd. Baking pans
____ee. Mixers and beaters
____ff. Sugar
____gg. Spices
____hh. Glasses
____ii. Frying fats and oils
____jj. Serving dishes
____kk. Bottle openers
____ll. Ice cream scoop
____mm. Paper towels
____nn. Sifter
____oo. Mixing bowls
____pp. Refrigerator containers
____qq. Pitchers
____rr. Sifter
____ss. Aluminum foil
____tt. Stirring spoons
____uu. Coffee
____vv. Wastebasket
____ww. Casserole dishes
____xx. Shortening
____yy. Freezer containers
____zz. Skillets
___aaa. Tea
___bbb. Extra bottles and jars
___ccc. Vegetables

1. Range center
2. Sink center
3. Refrigerator center
4. Mixing center

___ddd. Bread crumbs

___eee. Prepared mixes

___fff. Scouring powder

___ggg. Paring knives

___hhh. Dried soup

___iii. Vegetables

___jjj. Pot holders

___kkk. Waxed paper

1. Range center
2. Sink center
3. Refrigerator center
4. Mixing center

10. Select from the following list guidelines for kitchen storage. Mark each correct answer with an "X."

    ______a. Store canned goods under sink

    ______b. Plan storage space to fit items

    ______c. Stack articles of the same size and shape

    ______d. Consider color of dishes

    ______e. Store little used items on top shelves

    ______f. Store at point of first use

    ______g. Store all pieces of dinnerware in one place

    ______h. Keep all serving utensils together

    ______i. Place articles used most often within easy sight and reach

11. Determine activities for work centers.

12. Determine storage for items in work centers.

13. Evaluate kitchen.

14. Organize kitchen storage.

    (NOTE: If activities 11-14 have not been finished before the test, ask the instructor when they should be completed.)

ORGANIZING A KITCHEN
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 350.)

1. (4 points)

   a. 2

   b. 1

2. (4 points)

   To efficiently store, plan, prepare, and serve foods

3. (14 points)

   a. 5

   b. 3

   c. 7

   d. 2

   e. 4

   f. 6

   g. 1

4. (5 points)

   Description should include:

   a. Total distance of the work triangle should not total more than 22 feet or less than 12 feet

   b. Sink should be located between refrigerator and range for easy access

   c. Distance between work centers should be divided

      1. Sink to range, 4-6 feet

      2. Refrigerator to sink, 4-7 feet

      3. Range to refrigerator, 4-9 feet

5. (30 points)

   a, b, d, f, h, i, k, l, n, o

6. (10 points)

   a. Two-wall

   b. L-shaped

   c. U-shaped

   d. Separate unit

   e. One-wall

7. (25 points)

   Descriptions should include:

   a. Found in apartments and vacation homes with limited space and narrow rooms; hard to plan to allow enough work and storage space without making travel between work centers awkward

   b. Found in apartments and homes; economical to build; good planning can squeeze the most into the smallest area; encourages traffic

   c. Found in homes that have several rooms; one work center found per unit with utensils placed near each one; easy to have too much space between units; encourages traffic

   d. Appliances found along two adjoining walls; good for a kitchen where more than one person is working; traffic does not interfere with work triangle; often includes dining area

   e. Most efficiently arranged shape; appliances are arranged evenly along three adjoining counters; traffic does not go through work area; lots of counter space with sink usually in the middle

8. (4 points)

   a. Range center

   b. Sink center

   c. Refrigerator center

   d. Mixing center

9. (126 points)

a. 1, 2, 4
b. 4
c. 2
d. 1
e. 1
f. 2
g. 4
h. 3
i. 3
j. 1
k. 2
l. 2
m. 4
n. 4
o. 2
p. 1
q. 1
r. 2
s. 2
t. 2
u. 1
v. 1
w. 4
x. 4
y. 2
z. 1
aa. 1
bb. 2
cc. 2
dd. 4
ee. 4
ff. 4
gg. 4
hh. 3
ii. 1
jj. 1
kk. 3
ll. 3
mm. 3
nn. 4
oo. 4
pp. 3
qq. 3
rr. 4
ss. 3
tt. 1
uu. 2
vv. 2
ww. 4
xx. 4
yy. 3
zz. 1
aaa. 2
bbb. 2
ccc. 2
ddd. 4
eee. 4
fff. 2
ggg. 2
hhh. 2
iii. 2
jjj. 1
kkk. 3

10. (18 points)

b, c, e, f, i

11. Evaluated to the satisfaction of the instructor (20 points)

12. Evaluated to the satisfaction of the instructor (20 points)

13. Evaluated to the satisfaction of the instructor (30 points)

14. Evaluated to the satisfaction of the instructor (40 points)

LIVING SPACE ARRANGEMENT
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to arrange furniture and evaluate lighting in a living space. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with living space arrangement to the correct definitions.
2. State the goal of living space arrangement.
3. Match elements of design to the correct descriptions.
4. Match principles of design to the correct descriptions.
5. Select from a list guidelines to be used in arranging contents of living space.
6. State the goal of home lighting.
7. Distinguish between basic ways lighting is used.
8. Match kinds of lighting to their functions.
9. Collect examples of design elements.
10. Collect examples of design principles.
11. Arrange contents of living space.
12. Choose lighting for specific situations.
13. Evaluate home lighting.

LIVING SPACE ARRANGEMENT
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Order films, filmstrips, and games planned to supplement unit.

   B. Provide student with objective sheet.

   C. Provide student with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information sheet.

   F. Discuss assignment sheet.

   G. Adapt materials for special needs students.

   H. Evaluate students' knowledge to determine if they have achieved competencies established in "Housing and Home Furnishings" section of *Home Economics I: Basic Core.*

   I. Provide magazines, catalogs, newspapers, and pamphlets to assist students in completion of Assignment Sheets #1, #2, and #4.

   J. Ask resource person from utility company to present a program on home lighting.

   K. Have students draw their own houseplan to scale. Have them select, draw to scale, and arrange the furniture. They should also select colors and accessories for the houseplan for a home project.

   L. Take students on a study tour to look at a variety of new homes. Allow students to evaluate floor plans of each.

   M. Arrange for a study tour to a furniture store to look at and study design principles and design elements. Allow interior decorator to discuss and point out examples of each.

   N. Discuss career opportunities that exist in the housing industry.

   O. Have students find pictures that are examples of the basic ways lighting is used and the different kinds of lighting.

   P. Supplement unit with the following multimedia teaching kits: "A Living Environment," "Working with Space," "Working with Backgrounds," and Creating Your Personal Space." Kits contain transparencies, teacher's strategy handbook, study sheets, teacher's guide, filmstrips, and cassettes. They are available for purchase from Butterick Publishing, P.O. Box 1945, Altoona, Pennsylvania 16603. They are each part of *The Butterick Interior Design Series.* They can be purchased as a series or individually.

Q. Supplement unit with "Careers in Housing: The Interior." This multimedia teaching kit contains filmstrips, cassettes, and detailed teaching guide. It is available for purchase from Butterick Publishing, P.O. Box 1945, Altoona, Pennsylvania 16603. This kit is a part of the *Butterick Home Economics Career Resource Center* and is and can be purchased separately or as a series.

R. Borrow filmstrip kits from local Ethan Allen distributors to assist in teaching design elements and principles.

S. Give test.

T. Reteach if necessary

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Collect Examples of Design Elements
2. Assignment Sheet #2--Collect Examples of Design Principles
3. Assignment Sheet #3--Arrange Contents of Living Space
4. Assignment Sheet #4--Choose Lighting for Specific Situations
5. Assignment Sheet #5--Evaluate Home Lighting

D. Answers to assignment sheets

E. Test

F. Answers to test

III. Unit references:

A. Sawatzky, Joyce; Clements, Irene; and Coffey, Judy. *Home Economics I: Basic Core.* rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

B. Benson, Ann. *Home Economics II: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

C. Sherwood, Ruth F. *Homes Today and Tommorrow.* rev. ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

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E. Starr, Mary Catherine. *Management for Better Living.* Lexington, Massachusetts: D.C. Heath and Company, 1968.

F. Kelly, Joan, and Landers, Eddye Eubanks. *Today's Teen.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

G. Morton, Ruth; Guthrie, Virginia; Inman, Marjorie; and Geuther, Hilda. *The Home: Its Furnishing and Equipment.* 2nd ed. New York: Webster Division/McGraw-Hill Book Company, 1979.

H. *1974 Yearbook of Agriculture: Shopper's Guide.* Washington, D.C.: U.S. Department of Agriculture, U.S. Government Printing Office, 1974.

I. Lewis, Evelyn L. *Housing Decisions.* South Holland, Illinois: The Goodheart Willcox Co., Inc., 1978.

J. *Color in Home Furnishings.* Skokie, Illinois: Consumer Information Services, Sears, Roebuck and Co., 1968.

K. *Design in Your Home.* (E-805) Stillwater: Oklahoma State University/ Cooperative Extension Service, n.d.

L. *Color . . . Texture . . . Design . . . In Space: A Basic Manual for the 4-H Home Improvement Program.* Prepared by representatives of the Cooperative Extension Service, National 4-H Service Committee, and The Sperry and Hutchinson Company. Published by The Sperry and Hutchinson Company, 1966.

IV. Additional references:

A. Allen, Phyllis Sloan. *The Young Decorator.* Provo, Utah: Brigham Young University Press, 1975.

B. Goldstein, Harriet I. and Goldstein, Vetta. *Art in Everday Life.* 4th ed. New York: Macmillan Publishers Inc., 1954.

LIVING SPACE ARRANGEMENT
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Design principles--Guidelines that help achieve pleasing effects in home furnishings, landscaping, or clothing selection

B. Elements of design--Features that an individual uses to create something that is interesting and/or attractive

C. Use space--Amount of space a piece of furniture needs

Example: For moving between a wall and a bed you need to allow 18"-21" of "use space"

II. Goal of living space arrangement--To organize everything so that it meets needs, looks good, and suits lifestyle (Assignment Sheet #3)

III. Elements of design (Assignment Sheet #1)

A. Color--Hue of objects and space

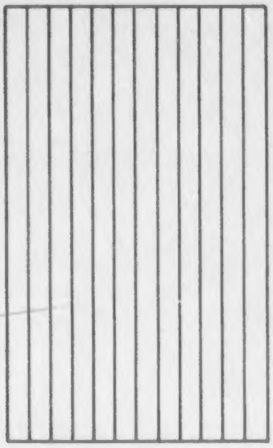
Examples: Sets a mood or feeling of a room, unifies all elements, creates centers of interest, changes apparent size and shape, expresses personality

INFORMATION SHEET

B Line--Shows height or width and forms shapes

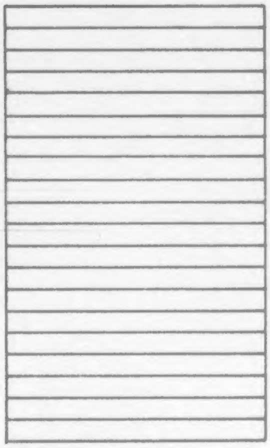
(NOTE: Line can be part of the construction or building features or can result from added furniture or accessories. Lines can be vertical, horizontal, diagonal, or curved.)

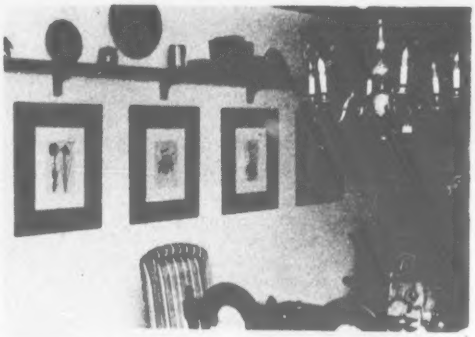
Examples: Vertical



(NOTE: Vertical lines can be seen in the wallpaper design and tall candleholders.)

Horizontal

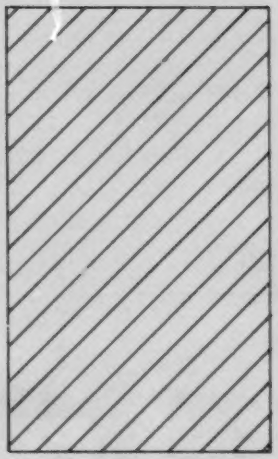


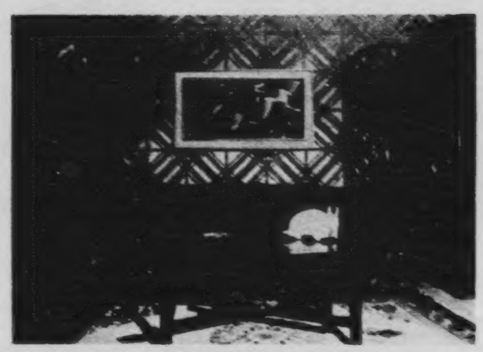


(NOTE: Horizontal lines are seen in the shelving near the ceiling and created by the row of pictures on the wall.)

INFORMATION SHEET

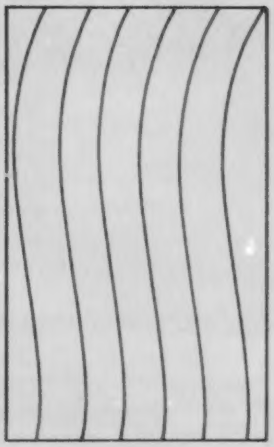
Diagonal

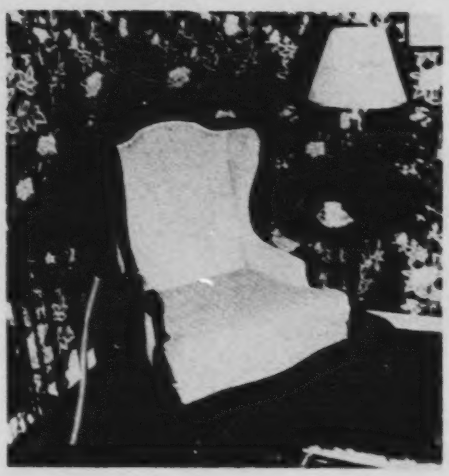




(NOTE: Diagonal lines are seen in the design of the wallpaper and screen; they are also seen in the base of the table.)

Curved





(NOTE: Curved lines are seen in the chair and table legs.)

INFORMATION SHEET

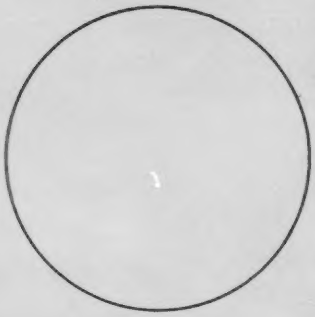
C. Form--Shape that objects take

(NOTE: Forms can take many shapes, such as a circle, square, rectangle, triangle or irregular shape. An object's shape should fit its use. As you combine objects, consider how shapes and forms look together and how they relate to living space.)

Examples: Dining room chairs should have a form that allows persons to to sit close to table

Living room easy chairs should have a shape that allows persons to sit comfortably and to relax

Circle



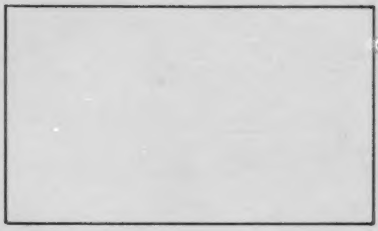
(NOTE: Circular form can be seen in the table, centerpiece, and chandelier.)

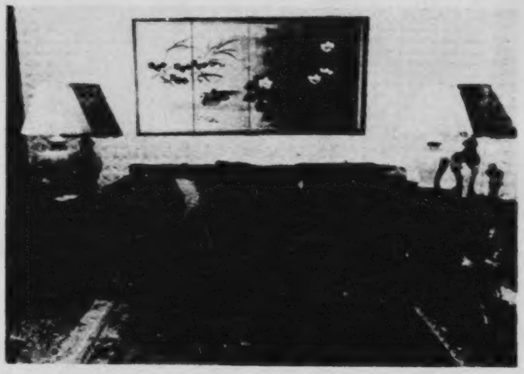
INFORMATION SHEET

Square

(NOTE: Square form can be seen in the ottomans, sofa, pillow, and wicker table.)

Rectangle

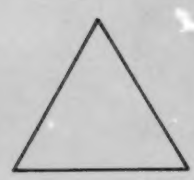


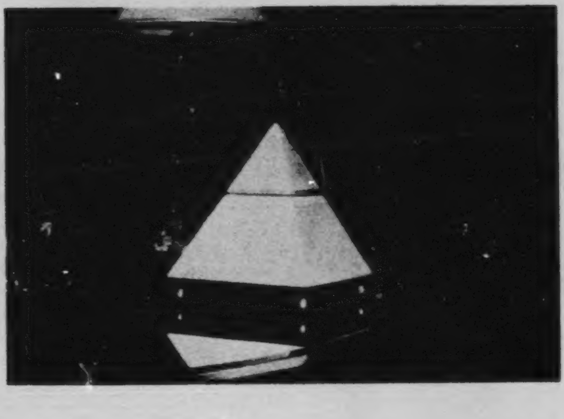


(NOTE: Rectangular form can be seen in sofa, pillows, and wall hanging.)

INFORMATION SHEET

Triangle





(NOTE: Triangular form is seen in the ceramic pyramid.)

Irregular

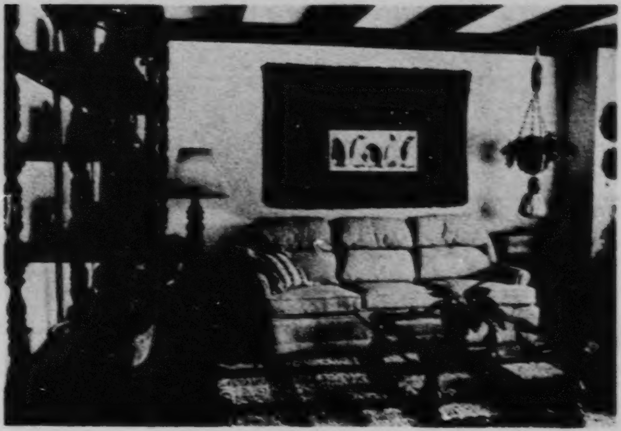
(NOTE: Irregular form is seen in the gear-shaped table.)

INFORMATION SHEET

D. Texture--Surface quality of a material which can be seen as well as felt

(NOTE: Texture adds interest to a room. Textures can be smooth or rough. They can also make colors appear lighter or darker.)

Examples: Smooth and rough



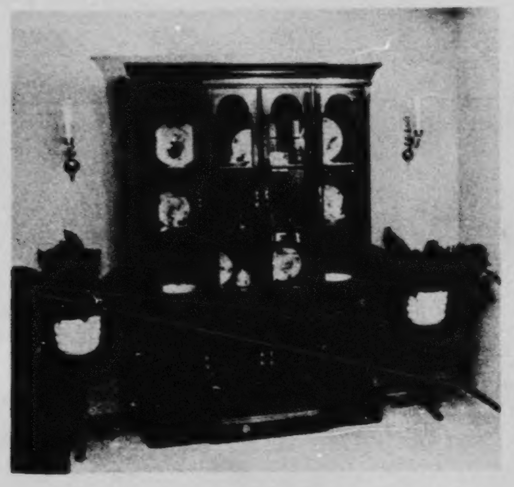
(NOTE: Smooth texture is seen in the glass table. Rough texture is seen in the macrame plant hanger, wall hanging, sofa, pillow, and area rug.)

INFORMATION SHEET

IV. Principles of design (Assignment Sheet #2)

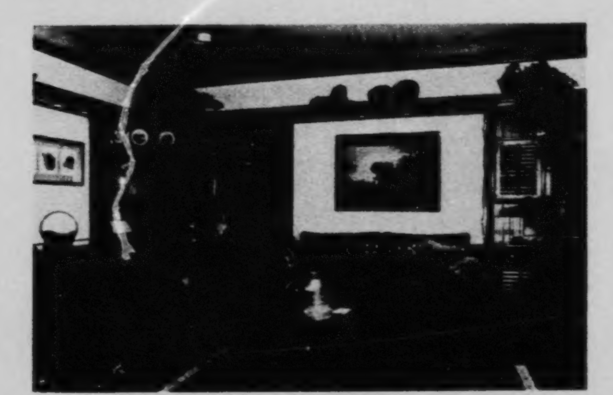
A. Balance--Distribution of weight on each side of a center point; can be formal, informal, or radial

Examples: Formal balance



(NOTE: Formal balance is achieved through identical space and placement of objects on either side of the center point. It is seen in this setting in the placement of the candleholders, ferns, and tables on either side of the china cabinet.)

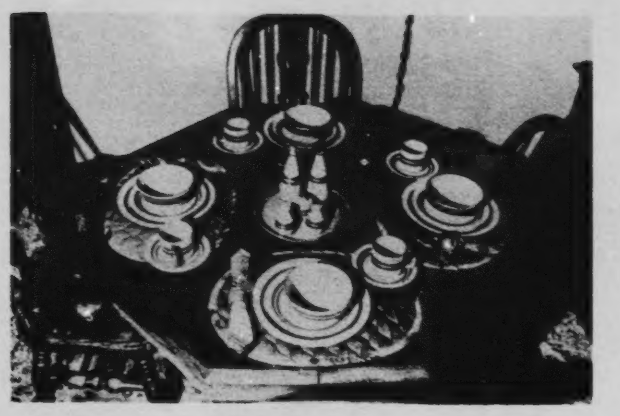
Informal balance



(NOTE: Informal balance is achieved through different placement of objects and space on either side of a center point. The center point of this setting is the sofa and picture above it with informal balance seen in the storage design and variety of objects placed on either side of them.)

INFORMATION SHEET

Radial balance

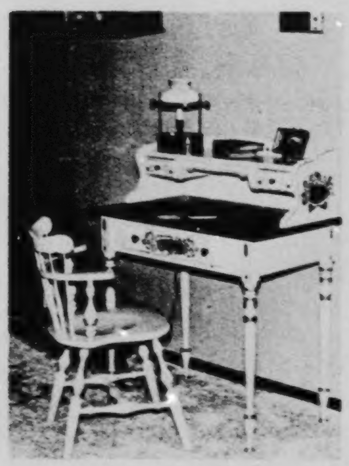


(NOTE: Radial balance is achieved through identical placement of objects around a center point. The center point of this setting is the tray holding the salt and pepper shakers with radial balance seen in the arrangement of the place settings around this point.)

B. Proportion--Relationship between objects and space

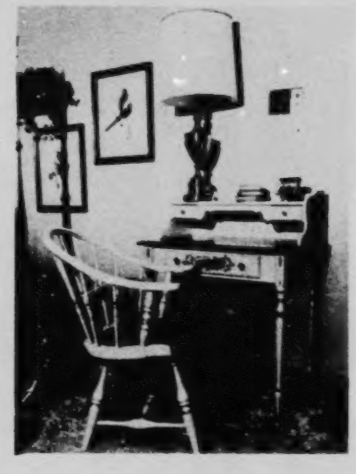
Example:

Desirable



(NOTE: The small chair and lamp are in proportion to the size of the small desk.)

Less desirable

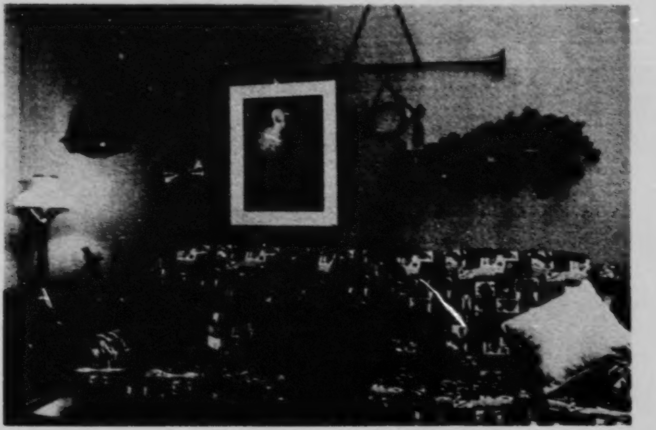


(NOTE: The large lamp and chair are not in proportion to the size of the small desk.)

INFORMATION SHEET

C. Rhythm--Carries eye from one part to another without interruption

Examples: Repeating a color, design, line, or shape in a room; varying the size of objects, shapes, or lines; using a progression of tints or shades of a color; shifting from one hue to its neighboring hues

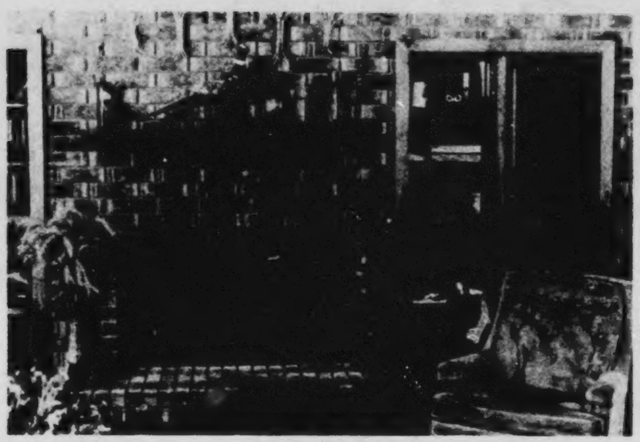


(NOTE: Rhythm is seen as one looks at this setting beginning with the lighted area on the left, progressing up to the bugle and down to the plant on the right.)

INFORMATION SHEET

D. Emphasis--Center or point of interest that catches eye and holds attention

Examples: Fireplace, picture, piece of furniture



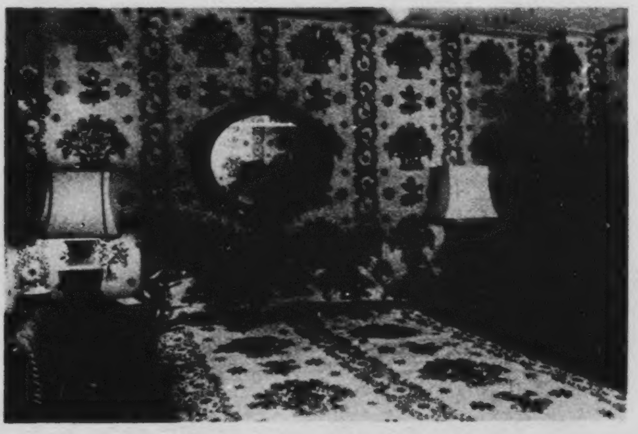
(NOTE: The fireplace is the point of emphasis in this setting; it naturally catches one's eye and holds attention.)

INFORMATION SHEET

E. Harmony--Feeling of unity

(NOTE: Harmony is achieved when the elements of design are combined according to the principles of design.)

Example:



(NOTE: Harmony is seen in this setting in the repetition of the design of the bedspread in the wallpaper.)

V. Guidelines for arranging contents of living space (Assignment Sheet #3)

(NOTE: Furniture should be arranged to make a home attractive, usable, and comfortable.)

A. Consider major activities of room

Examples: Sleeping, eating, talking, listening to music

B. Allow for traffic patterns

Example: You should be able to walk across room without bumping into furniture or interrupting activities that are going on

C. Plan for use space

D. Create a center of interest

E. Place large pieces first

Examples: Bed, sofa, piano

INFORMATION SHEET

F. Balance contents of room

Example: Place large pieces of furniture on wall opposite a fireplace

G. Avoid overcrowding

H. Use furniture or room dividers to separate areas in a large room

I. Take advantage of natural lighting

J. Consider lighting fixtures

K. Follow principles and elements of design

VI. Goal of home lighting--To provide correct amount of light to complement the decorating scheme and/or allow task(s) to be completed (Assignment Sheet #5)

VII. Basic ways lighting is used

A. General--Provides a comfortable amount of light in a room

B. Task--Provides lighting for a small area

Examples: Reading, sewing, playing piano, doing dishes

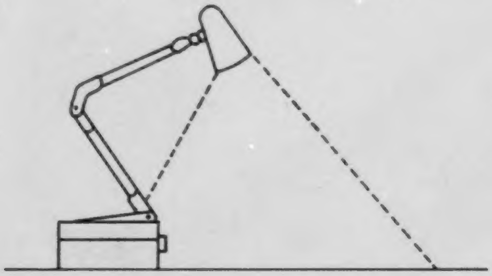
C. Decorative--Accents an object or creates a mood

VIII. Kinds of lighting and their functions (Assignment Sheets #4 and #5)

(NOTE: There are many variations of these kinds of lighting.)

A. Direct--Shines on area where it is used; useful when doing detailed work; should always be combined with other room lighting

Example.

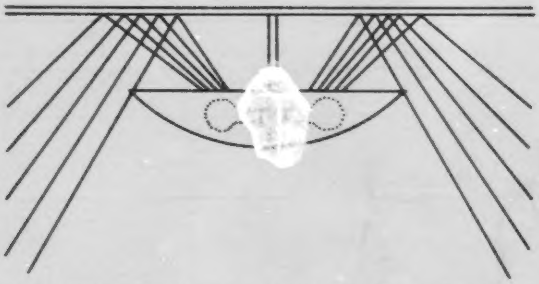


Used with the permission of The Goodheart-Willcox Co., Inc., from *Housing Decisions* by Evelyn L. Lewis, copyright 1978, p. 203.

INFORMATION SHEET

B. Indirect--Reflects lighting toward ceiling; provides "soft" light for a large area

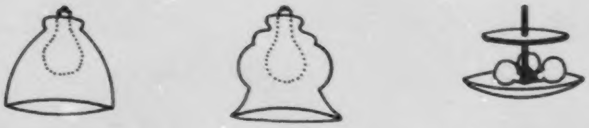
Example:



Used with the permission of the Goodheart-Willcox Co., Inc., from *Housing Decisions* by Evelyn L. Lewis, copyright 1978, p. 203.

C. Diffused--Scatters light over a large area; lightens a room without being so bright that it hurts your eyes

Examples:



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LIVING SPACE ARRANGEMENT
UNIT II

ASSIGNMENT SHEET #1--COLLECT EXAMPLES OF DESIGN ELEMENTS

NAME____ SCORE____________

Design is everywhere. It can be found in buildings, landscaping, and nature. It is easy to talk about and write about, but not so easy to illustrate. Use magazines, newspapers, or other available resources to find pictures of the following design elements. Place the pictures in the spaces provided. Then describe how the design element is being used in each of the pictures that you select.

COLOR

How is the design element being used?________________________________

____

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ASSIGNMENT SHEET #1

LINE--VERTICAL

How is the design element being used?

HE II - 67-F

ASSIGNMENT SHEET #1

LINE--HORIZONTAL

How is the design element being used?____

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ASSIGNMENT SHEET #1

LINE--DIAGONAL

How is the design element being used?

ASSIGNMENT SHEET #1

LINE--CURVED

How is the design element being used?

ASSIGNMENT SHEET #1

FORM--CIRCULAR

How is the design element being used?____

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ASSIGNMENT SHEET #1

FORM--SQUARE

How is the design element being used?____

ASSIGNMENT SHEET #1

FORM--RECTANGLE

How is the design element being used?______________________________

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ASSIGNMENT SHEET #1

FORM--TRIANGLE

How is the design element being used?______________________________

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ASSIGNMENT SHEET #1

FORM--IRREGULAR

How is the design element being used?________________________________

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ASSIGNMENT SHEET #1

TEXTURE--SMOOTH

How is the design element being used?______________________________

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ASSIGNMENT SHEET #1

TEXTURE--ROUGH

How is the design element being used?______________________________________

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LIVING SPACE ARRANGEMENT
UNIT II

ASSIGNMENT SHEET #2--COLLECT EXAMPLES OF DESIGN PRINCIPLES

NAME______________________________ SCORE______________

Understanding the principles of design will allow you to use the elements of design successfully. Use magazines, newspapers, or other available resources to find pictures of the following design principles. Place the pictures in the spaces provided. Then describe how the design principle is being used in each of the pictures you select.

BALANCE--FORMAL

How is the design principle being used?______________________________

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ASSIGNMENT SHEET #2

BALANCE--INFORMAL

How is the design principle being used?____

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ASSIGNMENT SHEET #2

BALANCE--RADIAL

How is the design principle being used?____

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ASSIGNMENT SHEET #2

PROPORTION

How is the design principle being used?

ASSIGNMENT SHEET #2

RHYTHM

How is the design principle being used?____

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ASSIGNMENT SHEET #2

EMPHASIS

How is the design principle being used?____

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ASSIGNMENT SHEET #2

HARMONY

How is the design principle being used?____

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LIVING SPACE ARRANGEMENT
UNIT II

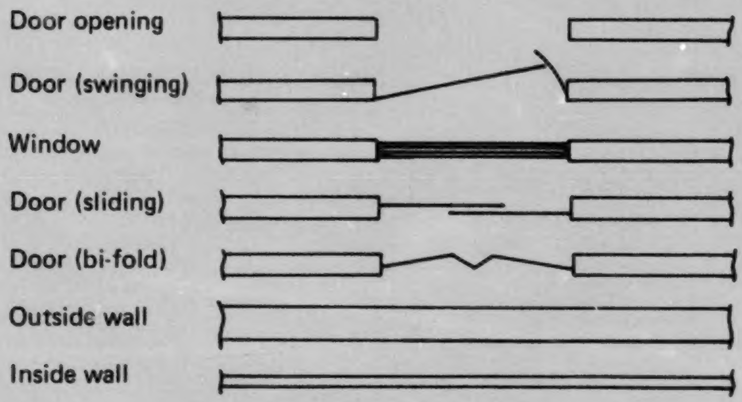
ASSIGNMENT SHEET #3--ARRANGE CONTENTS OF LIVING SPACE

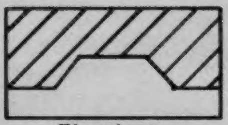
NAME______________________________ SCORE______________

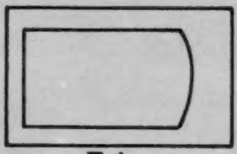
Have you ever wondered what would happen if both you and a friend were given the same room and furniture? Each of you would have the freedom to arrange furniture and decorate the room the way you would like. What would the results be? Would the rooms look alike or be entirely different?

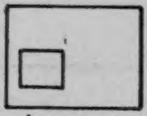
You have been given the house and furniture that follow. Consider guidelines to be used in arranging contents of living space and select, cut out, and arrange furniture as you would like. Houseplan and furniture are drawn to scale of 1/4" = 1'. You may want to draw to scale and cut out additional furniture.

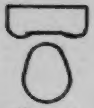
The following symbols have been used in drawing the houseplan.

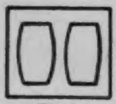


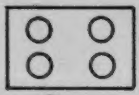

Fireplace


Tub


Lavatory


Stool


Sink


Stove

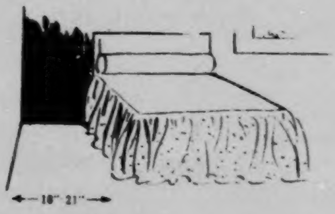
Upper Cabinets — — — — — —

ASSIGNMENT SHEET #3

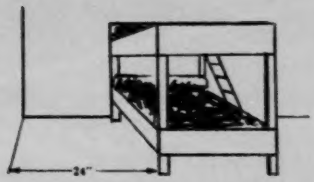
Be sure to allow the following "use space."

FOR MOVING

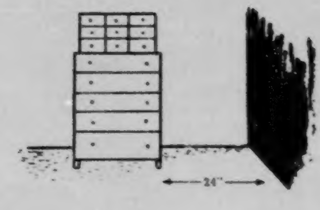
Between a wall and a bed ..... 18"-21"



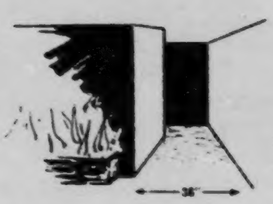
Between a wall and a tier of bunk beds. . . . . .24"



Between a wall and a high chest of drawers . . . . .24"



Between two walls forming a short passage . . . . .36"



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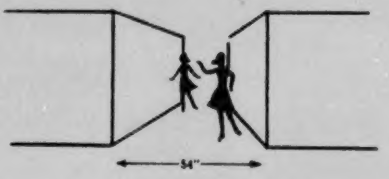
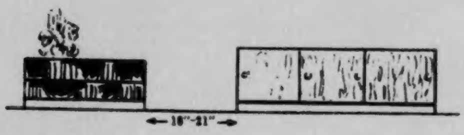
ASSIGNMENT SHEET #3

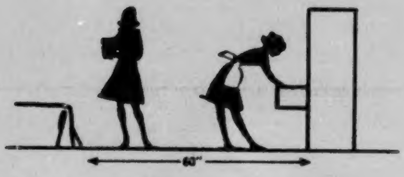
Between two walls where two people must pass. .54"



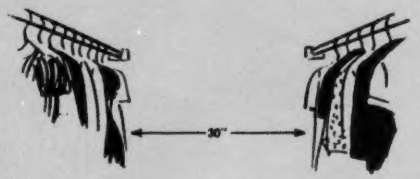
Between two low pieces of furniture . . . . 18"-21"



Before a high piece of furniture where one person stoops while another passes . . . . .60"



Between two rows of garments as in a closet with a walk-in space . . . . .30"



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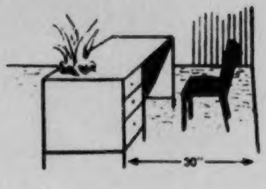
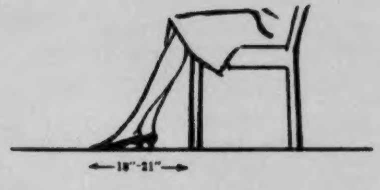
ASSIGNMENT SHEET #3

FOR SITTING:

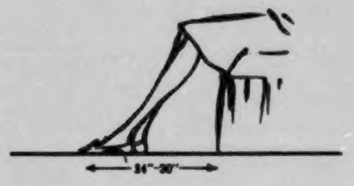
Between a desk and a wall if a chair is to be placed and occupied between them . . . . .30"



Between the edge of a straight chair and the tips of the toes of the person seated. . . . . 18"-21"



Between the edge of an easy chair or a couch and the tips of the toes of the person seated . . . . 24"-30"



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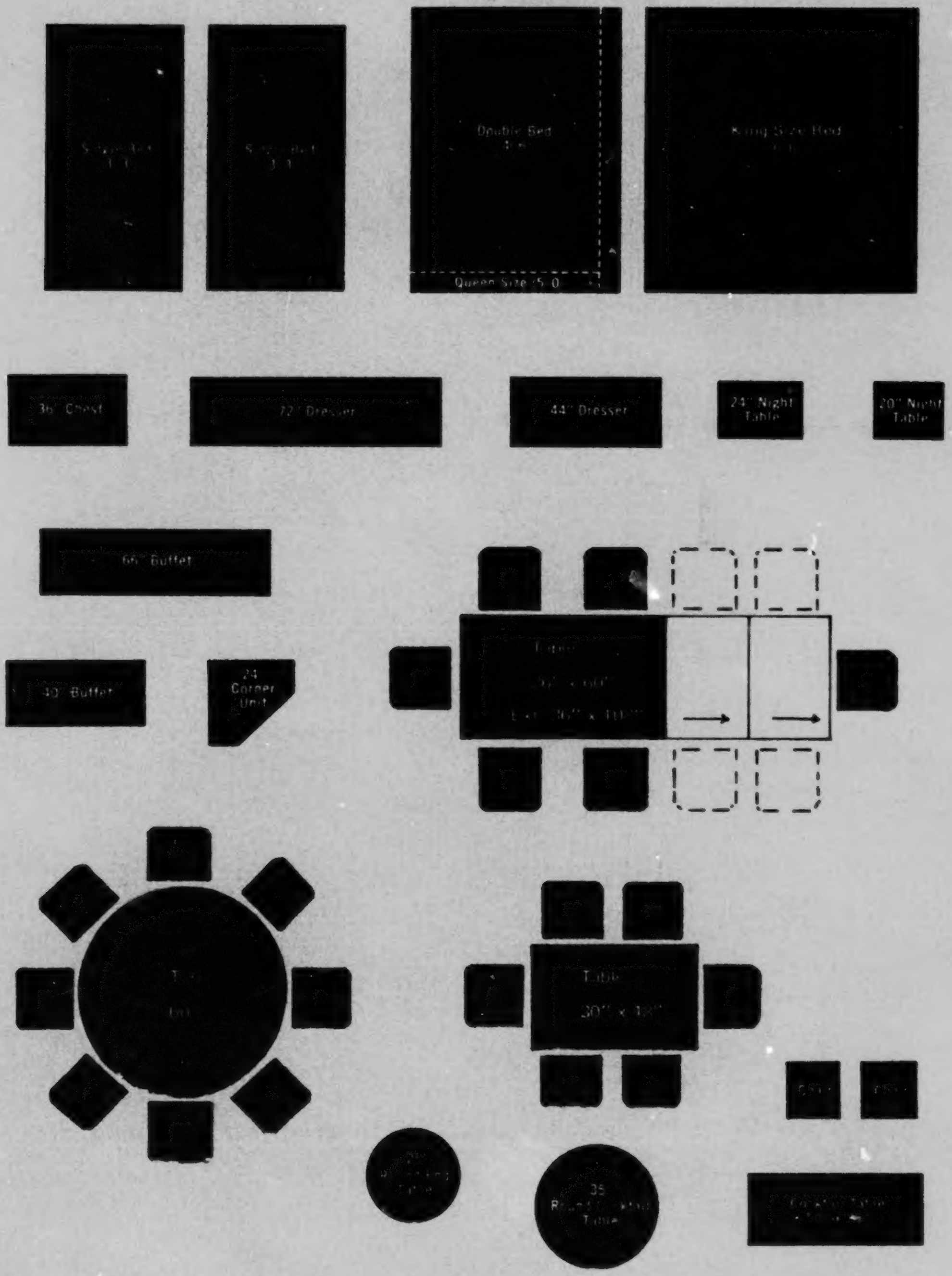
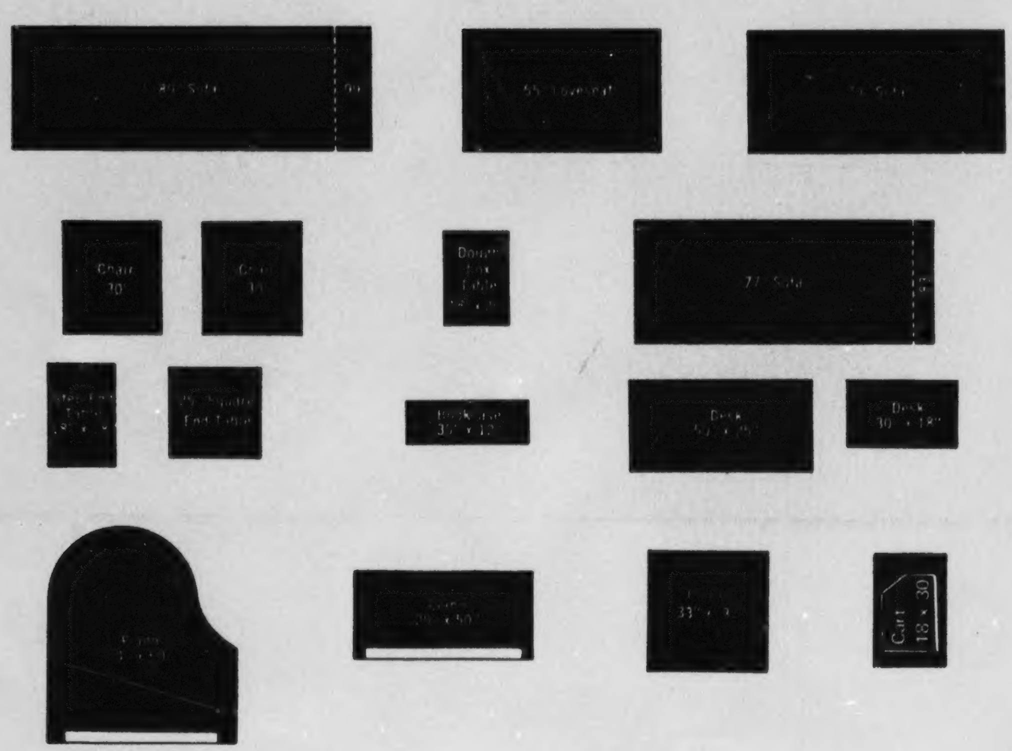
ASSIGNMENT SHEET #3

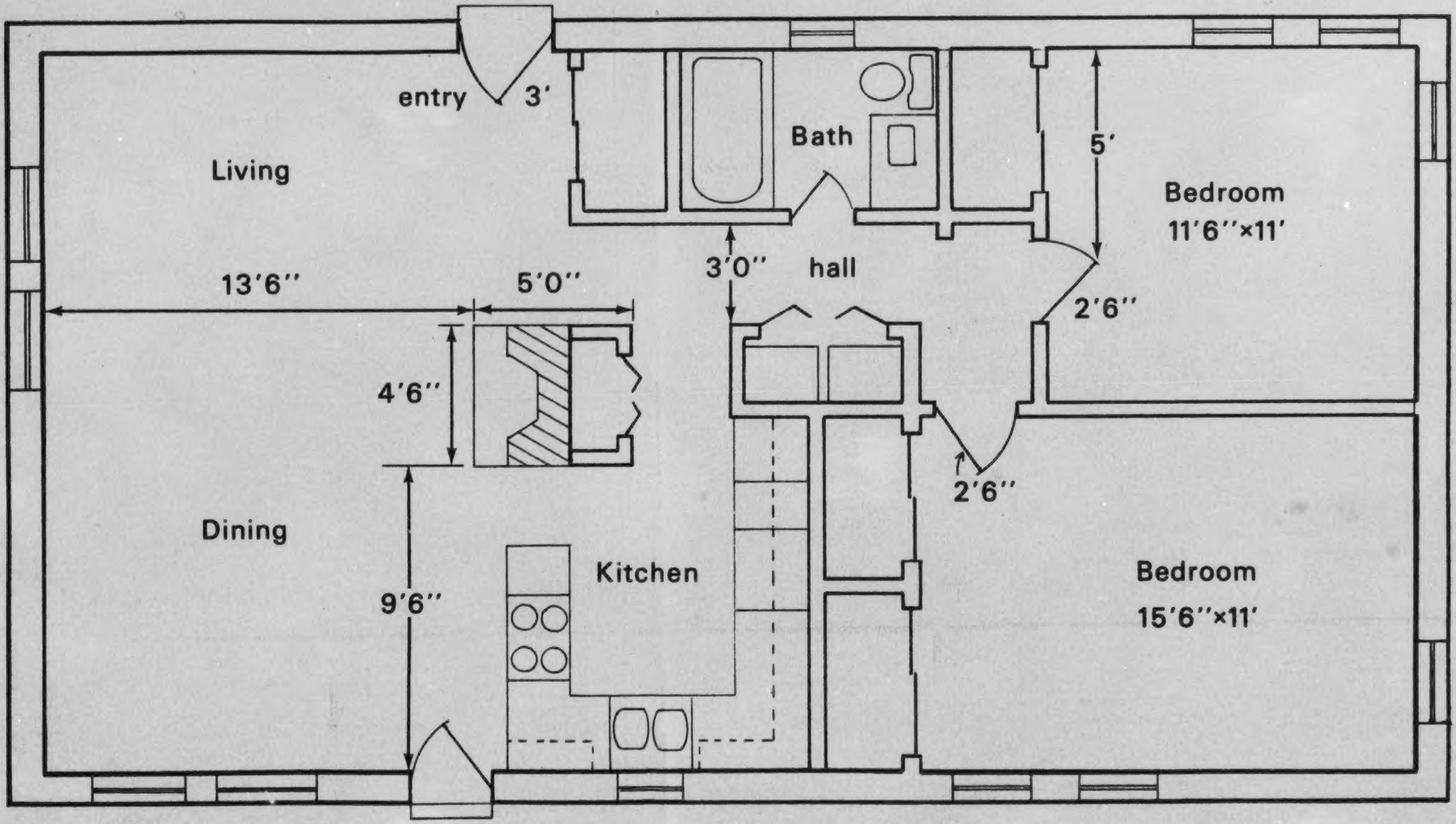
Furniture for scale 1/4"=1'-0"


Double Bed
Queen Size (5'-0"
King Size Bed
36" Chest
72" Dresser
44" Dresser
24" Night Table
20" Night Table
66" Buffet
40" Buffet
24 Corner Unit
Table
Ext. 30" x 110"
Table
30" x 48"
35
Round Pedestal Table

ASSIGNMENT SHEET #3


55" Loveseat
Chair
30"
77" Sofa
Desk
Desk
30" × 18"
Square
End Table
Cart
18 × 30

ASSIGNMENT SHEET #3


entry
3'
Bath
Living
5'
Bedroom
11'6''×11'
3'0''
hall
13'6''
5'0''
2'6''
4'6''
2'6''
Dining
Kitchen
Bedroom
9'6''
15'6''×11'

LIVING SPACE ARRANGEMENT
UNIT II

ASSIGNMENT SHEET #4--CHOOSE LIGHTING FOR SPECIFIC SITUATIONS

NAME______________________________ SCORE________________

Good lighting results from both the quantity and quality of light. There are several kinds of lighting and each kind has different functions. Study the following situations to determine lighting needs. Identify the kind of lighting needed. Then use magazines, catalogues, lighting pamphlets, and other available resources to find pictures of lighting you would choose for each specific situations. Place the pictures in the spaces provided. Then explain reasons for your selections.

1. **Entrance area**--Should always be well lighted to avoid accidents and as a security measure. Small exterior fixtures can give a feeling of welcome to guests but are not adequate for safety

   Kind of lighting needed______________________________

   Picture of lighting you would choose:

   Reasons for your selections______________________________

   ____

   ____

   ____

ASSIGNMENT SHEET #4

2. **Hall**--Should be well lighted for traffic flow. Special lighting should be used to light art work or other decorative items.

Kind of lighting needed____

Picture of lighting you would choose:

Reasons for your selections______________________________________

____

____

____

ASSIGNMENT SHEET #4

3. **Stairway**--Should use a direct, glare-free light. A switch should be present at top and bottom of stairs to turn lights on or off in both places.

Kind of lighting needed____

Picture of lighting you would choose:

Reasons for your selections______________________________________

____

____

____

ASSIGNMENT SHEET #4

4. **Living room and family room**--Should provide general lighting. Viewing television in a completely darkened room will create eye strain caused from the contrast between the darkness in the room and lighting on the screen.

Kind of lighting needed____

Picture of lighting you would choose:

Reasons for your selections______________________________________

____

____

____

ASSIGNMENT SHEET #4

5. **Bathroom**--Should provide general lighting and specific lighting over the sink area.

Kinds of lighting needed____

Picture of lighting you would choose:

Reasons for your____

____

____

____

ASSIGNMENT SHEET #4

6. **Bedroom**--Should provide lighting for different members of the family. You might want to allow for reading, general lighting, or a nightlight.

   Kinds of lighting needed____

   Picture of lighting you would choose:

   Reasons for your selections____________________________________

   ____

   ____

   ____

ASSIGNMENT SHEET #4

7. **Clothes closet**--Should provide lighting that will allow you to see on top shelves as well as on clothes racks.

Kinds of lighting needed____

Picture of lighting you would choose:

Reasons for your selections______________________________________

____

____

____

ASSIGNMENT SHEET #4

8. **Kitchen**--Should provide general lighting and specific lighting for tasks to be performed in the kitchen

Kinds of lighting needed____

Picture of lighting you would choose:

Reasons for your selections____

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LIVING SPACE ARRANGEMENT
UNIT II

ASSIGNMENT SHEET #5--EVALUATE HOME LIGHTING

NAME________________________________ SCORE________________

Several things can be done to make the most of existing lighting: keeping diffusers and bulbs clean so that light can come through; painting walls and ceilings white or a light color so that light will be reflected rather than absorbed. These things can be done by spending little or no money. Purchasing lamps can also be done without spending a lot of money. If you decide to purchase a table lamp, be sure to purchase one that has a heavy well-balanced base and a long cord. The shade should be wide enough to diffuse light, a light color, and translucent bulbs should be used.

Whatever the case, it is important to evaluate lighting in your home before making decisions and purchases that you might regret later.

Study each of the questions below as you evaluate lighting in your home. If you feel that improvements or changes could be made in your lighting, note what these would be in the spaces provided.

EVALUATE . . .	YES	NO	RECOMMENDATIONS FOR IMPROVEMENTS
Is general lighting available in each room?			
Is task lighting available in all places that it is needed? Examples: Kitchen, dining, bedroom			
Do floor or table lamps placed behind you have lamp shades above eye level?			
Do floor or table lamps placed beside you have lamp shades at eye level?			
Has decorative lighting been used in the house?			
Are entrances, exits, and stairways well lighted?			

ASSIGNMENT SHEET #5

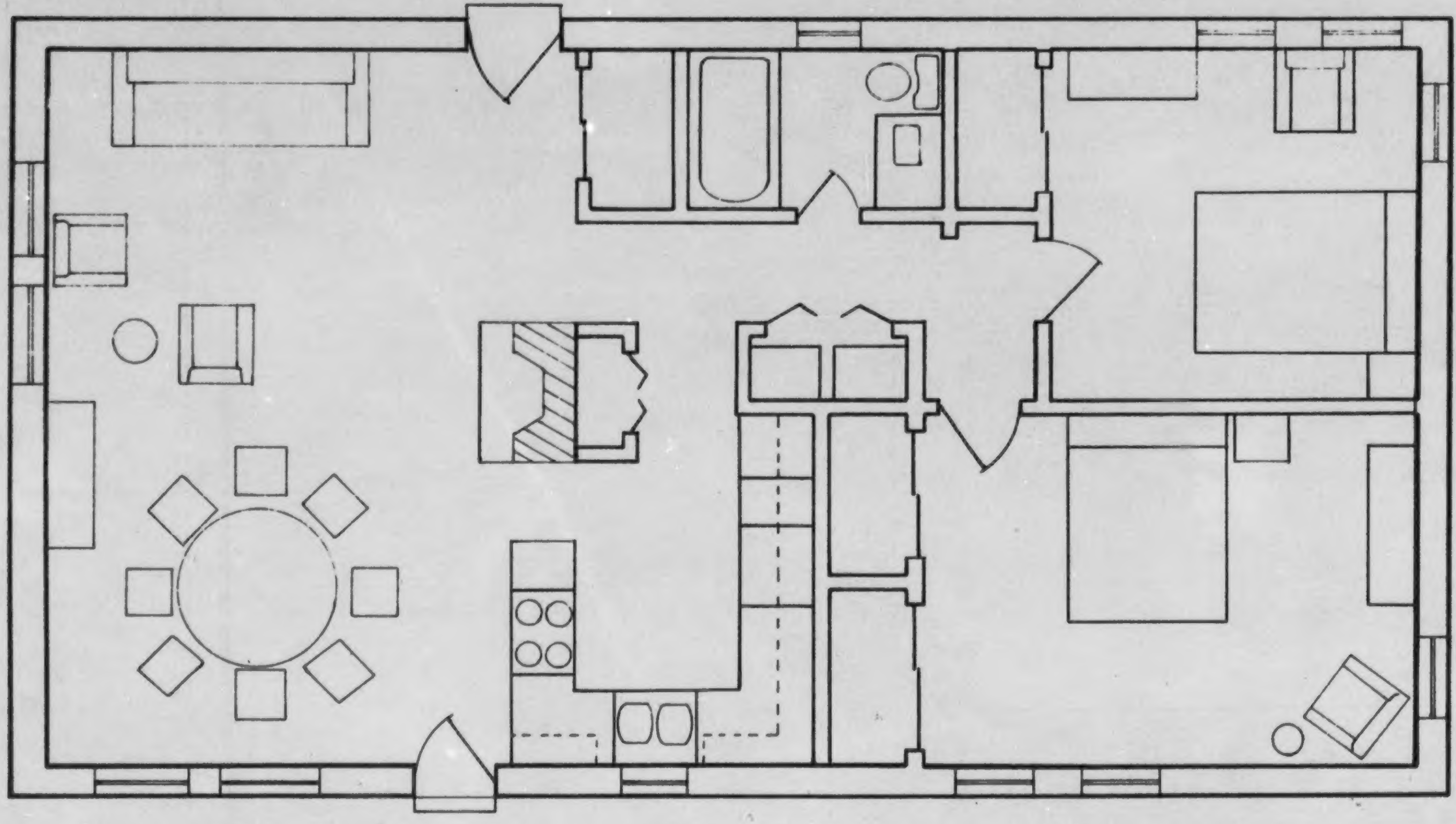
EVALUATE . . .	YES	NO	RECOMMENDATIONS FOR IMPROVEMENTS
Is the house well lighted both in the day and at night?			
Has natural lighting been taken advantage of?			
Does the present lighting consider the color scheme used?			
Are diffusers and bulbs clean?			
Were the window treatments planned considering the lighting?			
Are the ceilings white or a light color?			
Are multiple switches available for stairways, halls, garage?			
Are light bulbs the correct wattage for fixtures and/or task(s)?			
Are dimmer switches and flourescent bulbs used where possible? (NOTE: These assist in energy conservation.)			

LIVING SPACE ARRANGEMENT
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #3

(NOTE: The drawing below is only an example.)



LIVING SPACE ARRANGEMENT
UNIT II

TEST

NAME____ SCORE_________________

1. Match terms associated with living space arrangement to the correct definitions. Write the correct number in the blanks provided.

   ______a. Features that an individual uses to create something that is interesting and/or attractive

   ______b. Amount of space a piece of furniture needs

   ______c. Guidelines that help achieve pleasing effects in home furnishings, landscaping, or clothing selection

   1. Design principles
   2. Elements of design
   3. Use space

2. State the goal of living space arrangement.

   ____

   ____

   ____

3. Match elements of design to their correct descriptions. Write the correct numbers in the blanks provided.

   ______a. Shows height or width and forms shapes

   ______b. Surface quality of a material which can be seen as well as felt

   ______c. Hue of objects and space

   ______d. Shape that objects take

   1. Color
   2. Line
   3. Form
   4. Texture

4. Match principles of design to the correct descriptions. Write the correct numbers in the blanks provided. Definitions are continued on the next page.

   ______a. Center or point of interest that catches eye and holds attention

   ______b. Feeling of unity

   ______c. Distribution of weight on each side of a center point; can be formal, informal, or radial

   1. Balance
   2. Proportion
   3. Rhythm
   4. Emphasis
   5. Harmony

______d. Carries eye from one part to another without interruption

______e. Relationship between objects and space

5. Select from the following list guidelines for arranging contents of living space. Mark each correct answer with an "X."

______a. Place small pieces of furniture and accessories first

______b. Consider major activities of room

______c. Follow principles and elements of design

______d. Place like colors together

______e. Hang pictures above eye level

______f. Avoid overcrowding

______g. Create at least three centers of interest in living space

______h. Allow for traffic patterns

______i. Balance contents of room

______j. Place furniture on carpeted areas

______k. Consider lighting fixtures

______l. Take advantage of natural lighting

______m. Plan for use space

______n. Use furniture or room dividers to separate areas in a large room

______o. Place furniture close to fireplace

6. State the goal of home lighting.

____

____

7. Distinguish between basic ways lighting is used. Write a "G" before general lighting, a, "T" before task lighting, and a "D" before decorative lighting in the blanks provided.

______a. Provides lighting for a small area

______b. Provides a comfortable amount of light in a room

______c. Accents an object or creates a mood

8. Match kinds of lighting to the correct functions. Place the correct numbers in the blanks provided.

   ______a. Reflects lighting toward ceiling; provides "soft" light for a large area

   ______b. Shines on area where it is used; useful when doing detailed work; should always be combined with other room lighting

   ______c. Scatters light over a large area; lightens a room without being so bright that it hurts your eyes

   1. Direct
   2. Indirect
   3. Diffused

9. Collect examples of design elements.

10. Collect examples of design principles.

11. Arrange contents of living space.

12. Choose lighting for specific situations.

13. Evaluate home lighting.

(NOTE: If activities 9-13 have not been finished before the test, ask your instructor when they should be completed.)

LIVING SPACE ARRANGEMENT
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. (6 points)

   a. 2

   b. 3

   c. 1

2. (2 points)

   To organize everything so that it meets needs, looks good, and suits lifestyle

3. (8 points)

   a. 2 c. 1

   b. 4 d. 3

4. (10 points)

   a. 4 d. 3

   b. 5 e. 2

   c. 1

5. (30 points)

   a, b, c, f, g, h, i, k, l, m, n

6. (6 points)

   To provide correct amount of light to complement the decorating scheme and/or allow task(s) to be completed

7. (6 points)

   a. T

   b. G

   c. D

8. (6 points)

   a. 2

   b. 1

   c. 3

9. Evaluated to the satisfaction of the instructor (20 points)

10. Evaluated to the satisfaction of the instructor (15 points)

11. Evaluated to the satisfaction of the instructor (20 points)

12. Evaluated to the satisfaction of the instructor (15 points)

13. Evaluated to the satisfaction of the instructor (10 points)

PERSONAL DEVELOPMENT
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to evaluate personal development. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with personal development to the correct definitions.
2. Name types of personal growth and development.
3. State adolescent developmental tasks.
4. Name adolescent physical changes.
5. Select from a list adolescent concerns.
6. Match female and male reproductive organs to the correct functions/descriptions.
7. Identify stages of the menstrual cycle.
8. Distinguish between characteristics of syphilis and gonorrhea.
9. Distinguish between methods of contraception.
10. Evaluate importance of physical appearance.
11. Evaluate attitudes about physical appearance.
12. Interpret emotional reactions.

PERSONAL DEVELOPMENT
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

A. Order films, filmstrips, and games planned to supplement unit.

B. Make transparencies.

C. Provide student with objective sheet.

D. Provide student with information and assignment sheets.

E. Discuss unit and specific objectives.

F. Discuss information sheet.

G. Discuss assignment sheets.

H. Adapt materials for special needs students.

I. Invite a medical resource person to present objectives four, seven, eight, and nine.

J. Invite a resource person from Planned Parenthood or the State Health Department to discuss the importance of family planning.

K. Use information and films available from March of Dimes to supplement unit.

L. Arrange for a study tour to visit a psychologist to discuss adolescent problems and how these can be constructively solved.

M. Plan panel of resource people such as Public Health Department nurse/employee, member of Alcoholics Anonymous, narcotics agent from the police department, and a guidance counselor to discuss drug and alcohol abuse.

N. Arrange for resource people to demonstrate and discuss male/female grooming practices.

Examples: Haircuts, makeup

O. Prepare a contraceptive kit from available samples to assist in illustrating objective nine.

P. Collect before and after pictures from magazines for male and female "makeovers." Use these to emphasize that it is possible to improve one's appearance.

Q. Have students research and report on various venereal diseases in addition to syphilis and gonorrhea

Examples: Trichomoniasis and Herpes Simplex II

R. Give test.

S. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency masters

1. TM 1--Female Reproductive Organs
2. TM 2--Female Reproductive Organs (Continued)
3. TM 3--Male Reproductive Organs
4. TM 4--Male Reproductive Organs (Continued)
5. TM 5--Menstrual Cycle

D. Assignment sheets

1. Assignment Sheet #1--Evaluate Importance of Physical Appearance
2. Assignment Sheet #2--Evaluate Attitudes About Physical Appearance
3. Assignment Sheet #3--Interpret Emotional Reactions

E. Test

F. Answers to test

III. Unit references:

A. Sawatzky, Joyce. *Family Living.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

B. Benson, Ann. *Home Economics II: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

C. Kelly, Joan, and Landers, Eddye Eubanks. *Today's Teen.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

D. Craig, Hazel Thompson. *Thresholds To Adult Living.* 3rd ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

E. Jennings, Margie Sumrall. *Decision In Living.* Lexington, Massachusetts: Ginn and Company/Xerox Corporation, 1976.

F. Ryder, Verdene. *Contemporary Living.* South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1979.

G. Sasse, Connie R. *Person To Person*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

H. Lipke, Jean Coryllel. *The Being Together Books.* Minneapolis, Minnesota: Lerner Publications Company, 1971.

(NOTE: This is a series of books including "Puberty and Adolescence," "Conception and Contraception," "Pregnancy," "Birth," "Heredity," "Dating," "Loving," "Sex Outside of Marriage," and "Marriage." It can be purchased from Lerner Publications Company, 241 First Avenue North, Minneapolis, Minnesota 55401.)

IV. Films:

A. "Hope is Not a Method." Color, 19 minutes, 1977. 2nd ed.

B. "Look What's Going Around." Color, 16 minutes, Churchill Films, 1975. Available from Churchill Films, 662 N. Robertson Blvd., Los Angeles, California 90069.

C. "V.D.--Every 30 Seconds." Color, 16 minutes. 1973.

D. "A Half Million Teenagers . . . Plus." Color, 17 minutes, Churchill Films, 1974. Available from Churchill Films, 662 N. Robertson Blvd., Los Angeles, California 90060.

(NOTE: The following films are available on a free-loan basis to Oklahoma teachers *only* from the Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, OK 74074. Out-of-state teachers *must* order from the addresses listed below.)

E. "Puberty in Boys." Color, 10 minutes, Films Inc., 1972. Available from Films Incorporated, 8124 N. Central Park, Skokie, Illinois 60076.

F. "Female Cycle." Color, 8 minutes, Films Inc., 1972. Available from Films Incorporated, 8124 N. Central Park, Skokie, Illinois, 60076.

G. "It Happens." Color, 25 minutes, Pyramid Films, 1972. Available from Pyramid Films, Box 1048, Santa Monica, California 90406.

H. "Good Looks/Here and Now." Color, 18 minutes, Modern Talking Pictures, 1973. Available from Modern Talking Picture Service, Film Scheduling Center, 114 Slocum Street, Dallas, Texas 75207.

I. "A Day in the Life of Bonnie Consolo." Color 16.5 minutes, Arthur Barr Productions, 1975. Available from Barr Productions, 3490 E. Foothill Blvd., Pasadena, California 91107.

J. "Johnny Lingo." Color, 27 minutes, Brigham Young University, 1969. Available from Brigham Young University, Media Marketing, W-Stad, Provo Utah 84602

K. "Teenage Father." Color, 30 minutes. Children's Home Society, n. d. Available from Children's Home Society, 5429 McConnell Avenue, Los Angeles, California 90066.

L. "Prisoners of Chance." Color, 23 1/4 minutes, FilmFair, 1979. Available from FilmFair Communications, 10900 Ventura Blvd., Box 1728, Studio City, California 91604.

M. "Dead is Dead." Color, 21 minutes, Paramount, 1973. Available from Paramount Communications, 5451 Marathon Street, Hollywood, California 90038.

PERSONAL DEVELOPMENT
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Adolescence--Time between childhood and adulthood

(NOTE: Teenagers experience many physical and psychological changes in a relatively short time. These changes may be puzzling and bewildering. FEW PERIODS IN LIFE HAVE BEEN STUDIED SO MUCH AND UNDERSTOOD SO LITTLE!)

B. Growth spurt--Uneven growth rates of various parts of the body

Examples: Sharp increases in height (females at about ages 11-13 and males at about ages 13-15 1/2)

Nose or chin may seem out of proportion

Female pelvis widens

C. Primary sex characteristics--Maturation of reproductive organs

D. Secondary sex characteristics--Physical changes identified with physical adulthood

Examples: Hair growth around sex organs and underarms; breast development; skin changes such as increased oiliness and acne; menstruation; voice changing and deepening; darkening and growth of facial hair on males

E. Puberty--Physical changes that mark the change from childhood to adulthood

Examples: Growth spurt, primary sex characteristics, secondary sex characteristics

F. Body image--How an individual looks at self and thinks he or she looks to others

G. Self-concept--How a person feels about the way she or he thinks, looks, and acts

H. Menarche--First menstrual period

I. Menstruation--Monthly shedding of lining of uterus

J. Premenstrual tension--Few days of discomfort before menstrual period

(NOTE: Doctors think this is due to hormonal imbalance that results in water retention, irritability, headaches, and other symptoms.)

INFORMATION SHEET

K. Hormones--Chemical substances that affect growth and maturation

Examples: Estrogen, progesterone, testosterone

L. Moodiness--Emotional feelings that range from high to low

(NOTE: IT IS WELL TO REMEMBER THAT THERE IS A NORMAL MOOD CYCLE IN EACH PERSON'S LIFE!!)

M. Inferiority feelings--Feelings of inadequacy about self

Examples: Most people would like to be better looking, more charming and/or stronger than they are

N. Frustration--Feelings caused by unmet needs, wants, or wishes

O. Venereal disease--Infectious disease transmitted through sexual contact

Examples: Syphilis, gonorrhea, trichomoniasis, and herpes simplex II

II. Types of personal growth and development

A. Physical (Assignment Sheets #1 and #2)

(NOTE: Physical changes of puberty mark the beginning of adolescence. With these physical changes, sexual interests develop and social growth speeds up. Both sexes experience changes in body features and a growth spurt.)

B. Emotional (Assignment Sheet #3)

C. Mental

D. Social

(NOTE: Social growth requires a need to assume responsibility for oneself as well as for others.)

III. Adolescent developmental tasks

A. Develop family and peer relations

B. Accept one's body

Examples: The way you look, your size

C. Achieve emotional independence

(NOTE: Sometimes, things that you do seem to oppose your parents wishes and desires. It is often hard for parents to "let go" to allow you to achieve independence.)

INFORMATION SHEET

D. Learn that one can be economically independent

(NOTE: When teenagers get jobs they begin preparing themselves for economic adulthood.)

E. Develop relationships with opposite sex

IV. Adolescent physical changes

(NOTE: Since appearance during adolescence influences self-concept, it is not surprising that the timing of physical development is important. However, each young person develops at a different rate. There is no way to hurry up or slow down the process. Time is the cure and often the growing young person outgrows a particular problem before becoming used to it.)

A. Growth spurt

(NOTE: It is usually during the growth spurt, a year before puberty, that the "awkward age" arrives. These bodily changes may greatly increase self-conciousness and make a person who does not fit the "norm" feel out of step. Growth at this time is mostly in the arms, legs, and neck rather than in the trunk.)

B. Primary sex characteristics

C. Secondary sex characteristics

V. Adolescent concerns

(NOTE: Most of the problems that most teenagers have are just normal developmental problems.)

A. Physical appearance

Examples: Lack of coordination, acne, lack of height, overweight, lack of strength, early/late development of primary and secondary sex characteristics

B. Emotional attitude

Examples: Inferiority feelings about physical appearance; frustrations with parents, peers, and teachers; embarrassment; moodiness

C. Sex drives

D. Venereal disease

E. Unwanted pregnancy

INFORMATION SHEET

F. Drug abuse

Examples: Tobacco, alcohol, marijuana, amphetamines and barbiturates

G. Juvenile delinquency

H. Suicide

VI. Reproductive organs

A. Female reproductive organs (Transparencies 1 and 2)

1. Fallopian tubes--Connect ovaries and uterus; one egg travels through one of them once a month; site of conception
2. Uterus--Flexible, elastic, pear-shaped organ that houses fetus during pregnancy; also called *womb*
3. Cervix--Opening at neck of uterus
4. Vagina--Passage from uterus to outside of body; birth canal
5. Clitoris--Very sensitive organ near opening of vagina
6. Bladder--Holds urine
7. Ovaries--Contain egg cells; produce hormones

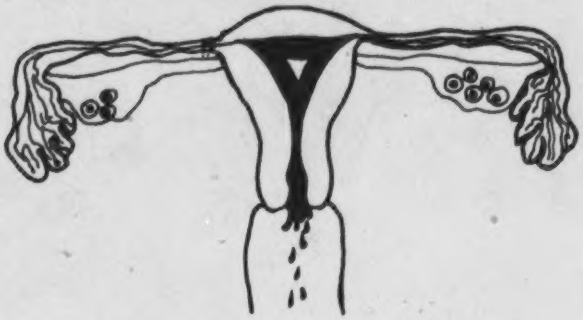
B. Male reproductive organs (Transparencies 3 and 4)

1. Urethra--Tube that carries semen and urine through penis
2. Testes--Produce sperm
3. Scrotum--Pouch of skin holding testes
4. Vas deferens--Tube through which sperm passes from the testicle
5. Seminal vesicle--Serves as temporary storage for semen
6. Prostate gland--Produces whitish fluid that combines with sperm to form semen
7. Penis--Deposits semen in female vagina during intercourse; carries urine
8. Bladder--Holds urine

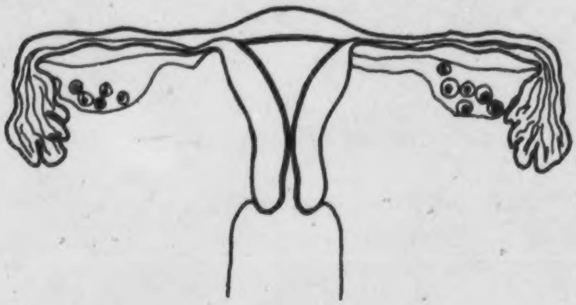
INFORMATION SHEET

VII. Menstrual cycle (Transparency 5)

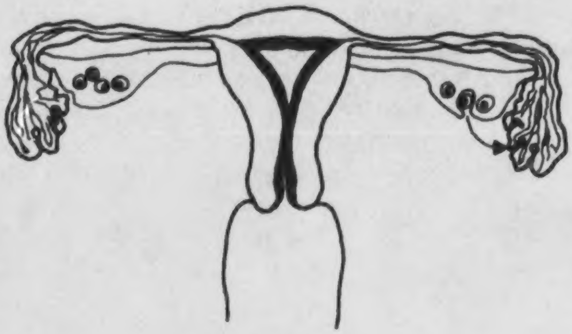
A. Menstrual phase--Actual shedding of uterine lining



B. Postmenstrual phase--Resting stage when the pituitary gland in the brain sends out hormones to the ovaries; one egg (ovum) begins to ripen



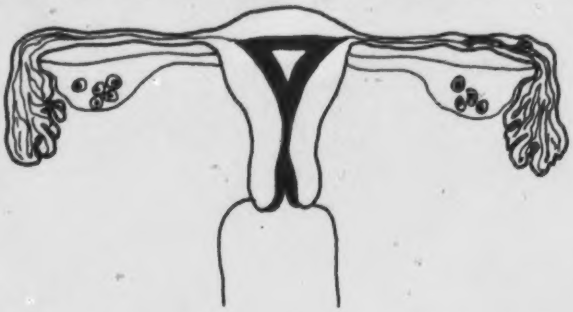
C. Ovulation--Lining of the uterus begins to thicken; matured egg leaves the ovary; egg enters the fallopian tube on its way to the uterus



INFORMATION SHEET

D. Premenstrual phase--Lining of the uterus continues to grow and thicken and become prepared to receive the fertilized egg

(NOTE: If the egg does not become fertilized, it simply disintegrates.)



VIII. Characteristics of syphilis and gonorrhea

A. Syphilis

1. Caused by an organism called *spirochete*
2. Contracted during sexual contact with a carrier of the disease
3. Spreads throughout every part of the body
4. Has early symptoms that are either absent or so slight they may not be noticed

   (NOTE: The first sign of syphilis is usually a single painless sore at the site of infection, usually in cervix or vagina, appearing 10-90 days after contact. It may look like a pimple, blister, or open sore. The later signs, appearing 2-6 months after exposure, include a breaking out or rash all over the body or on any part, sores in the mouth, sore throat, and/or falling hair or fever. Signs do not always occur; they may go unnoticed. Some people discover they have syphilis through a blood test.)

5. May cause insanity, crippling paralysis, heart disease, blindness, or deafness
6. Can be treated with proper medicines and medical supervision during early stages; treatment in its advanced stages will stop its progress, but the damaged parts of the body may not be restored to good health
7. Can occur repeatedly with exposure to infectious carriers; cannot build up resistance to the disease

INFORMATION SHEET

B. Gonorrhea

1. Caused by organism called *gonococcus*

2. Contracted during sexual contact with a carrier of the disease

3. Usually remains localized near the reproductive system or rectum

4. Has varied symptoms

   (NOTE: The first symptom for males is usually a burning pain when urinating, accompanied by a discharge of pus from the penis. This occurs from two to six days after contact with the infected person. A female rarely notices any symptoms.)

5. May cause arthritis, heart problems, sterility, or serious pelvic disorders

6. Can occur repeatedly with exposure to infectious carriers; cannot build up resistance to the disease

7. Must be treated with medical supervision and proper medicines

IX. Methods of contraception

(NOTE: Some factors to consider when selecting a contraceptive include safety, effectiveness, convenience, cost, and personal preference.)

A. Nonprescriptive

1. Condom

   (NOTE: The condom fits over penis to trap man's ejaculation to prevent sperm from entering vagina. Used alone it is 85-90 percent effective. Advantages include: inexpensive; widely available; easy to carry and use; no side effects or complications; ONLY contraceptive that protects against venereal disease.)

2. Chemical barrier

   (NOTE: These include special foams, creams, and jellies that contain chemicals that immobilize and kill sperm. Used alone, they are 75-85 percent effective. Advantages include: inexpensive; readily available.)

3. Rhythm

   (NOTE: This means avoiding intercourse during fertile days. If menstrual periods are very regular, this method can be 70 percent effective. Advantages include: no cost.)

   (CAUTION: This method is very unreliable!)

INFORMATION SHEET

4. Abstinence

   (NOTE: Avoiding sex entirely is 100 percent effective in preventing pregnancy!)

B. Prescriptive

1. Oral contraceptive

   (NOTE: Each pill controls hormones that stop the egg from being released and/or alters uterine lining so that pregnancy cannot occur.)

2. IUD (intrauterine device)

   (NOTE: This is a device inserted in the uterus, by a doctor, that prevents fertilized egg from attaching to the uterine wall.)

3. Diaphragm

   (NOTE: This is a thin, rubber cup that fits over the cervix, blocking the sperm from reaching the egg. A diaphragm must be used with a chemical barrier.)

C. Permanent

(NOTE: Surgical sterilization is 99.9 percent effective in birth control and is usually not reversible.)

1. Vasectomy

   (NOTE: Operation for males whereby the tubes that carry sperm to penis [vas deferens] are cut and tied.)

2. Tubal ligation

   (NOTE: Operation for females whereby the fallopian tubes, through which egg travels to uterus, are cut and tied.)

D. Ineffective

1. Withdrawal

   (NOTE: The male withdraws his penis before ejaculation [forceful discharge of semen]. It is very risky since some semen is released before ejaculation.)

INFORMATION SHEET

2. Douching

   (NOTE: The female washes out the vagina after sexual relations; fails to be effective since the fast-moving sperm may be in the cervix within 90 seconds.)

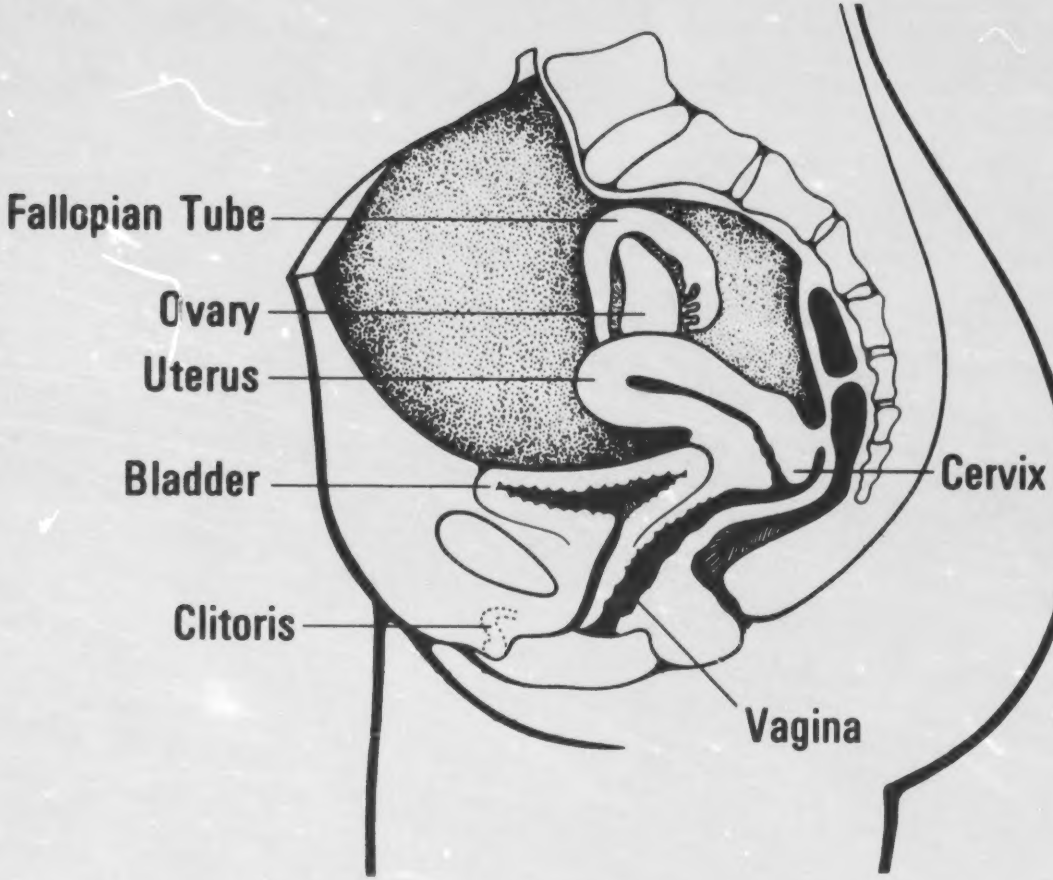
3. Makeshift condom

4. Feminine hygiene product

   (NOTE: These products are designed to be deodorants and douches, not to prevent pregnancy!)

Female Reproductive System

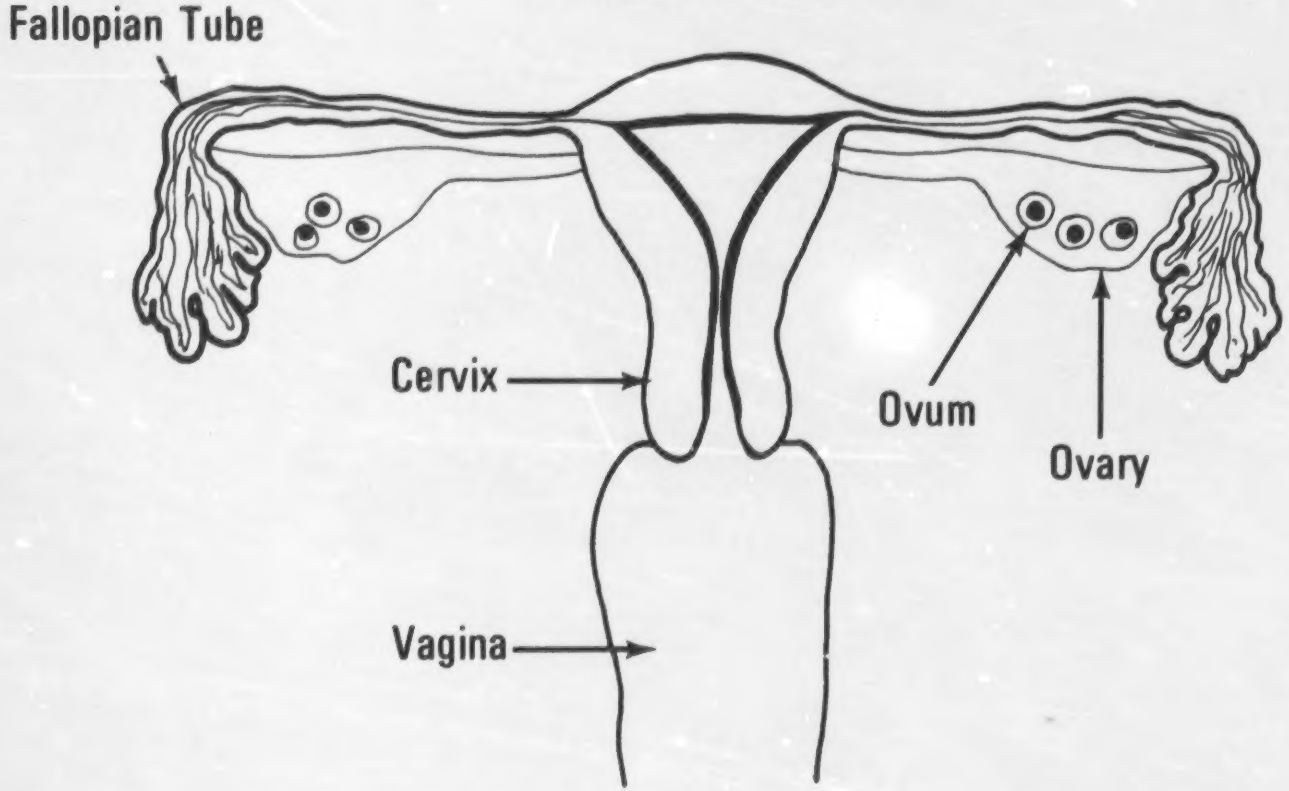
Side View


Fallopian Tube
Ovary
Uterus
Bladder
Clitoris
Cervix
Vagina

Female Reproductive System

(Continued)

Front View


Fallopian Tube
Cervix
Ovum
Ovary
Vagina

TM 2

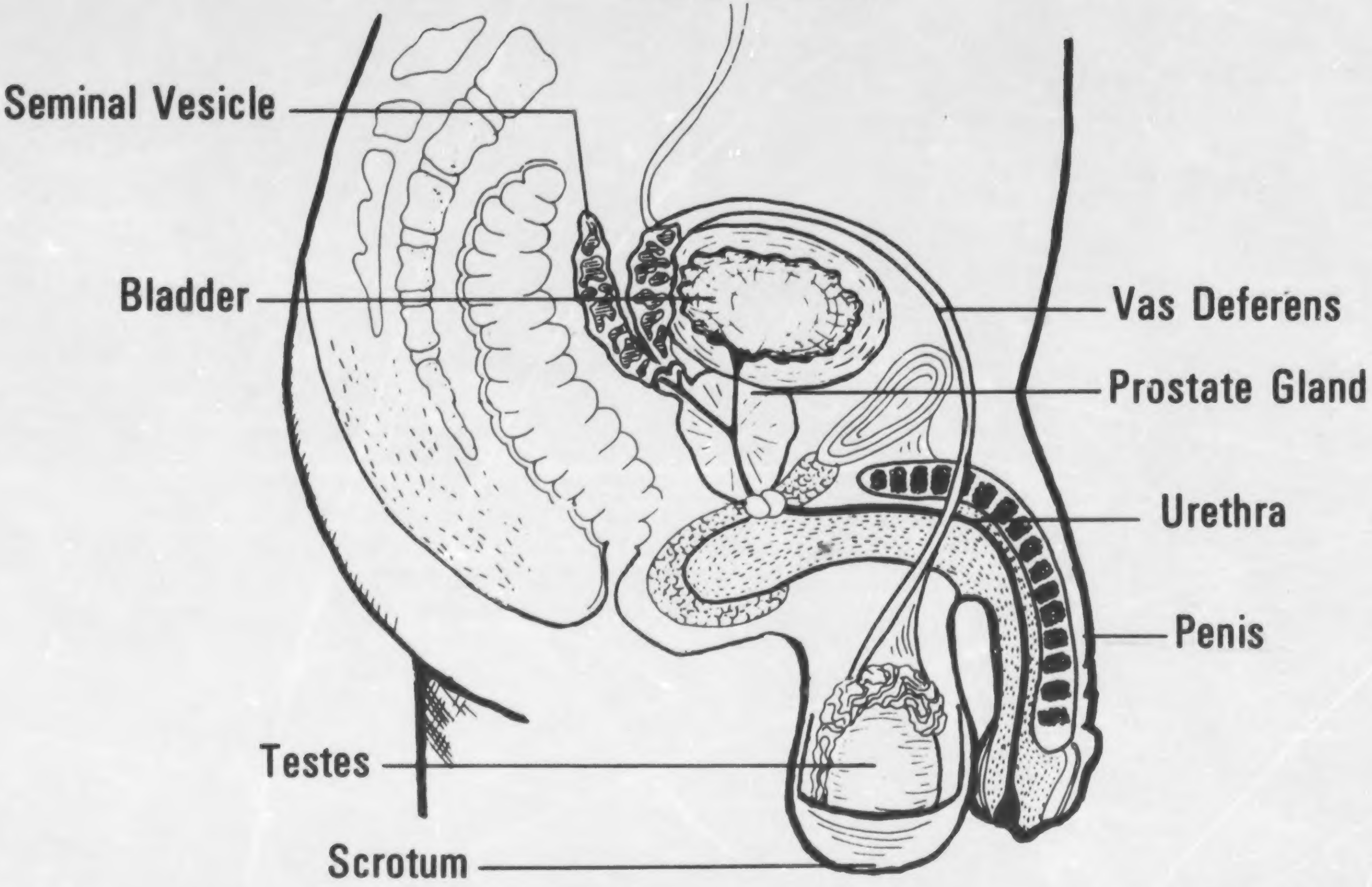
744

745

HE II - 19-G

Male Reproductive System

Side View

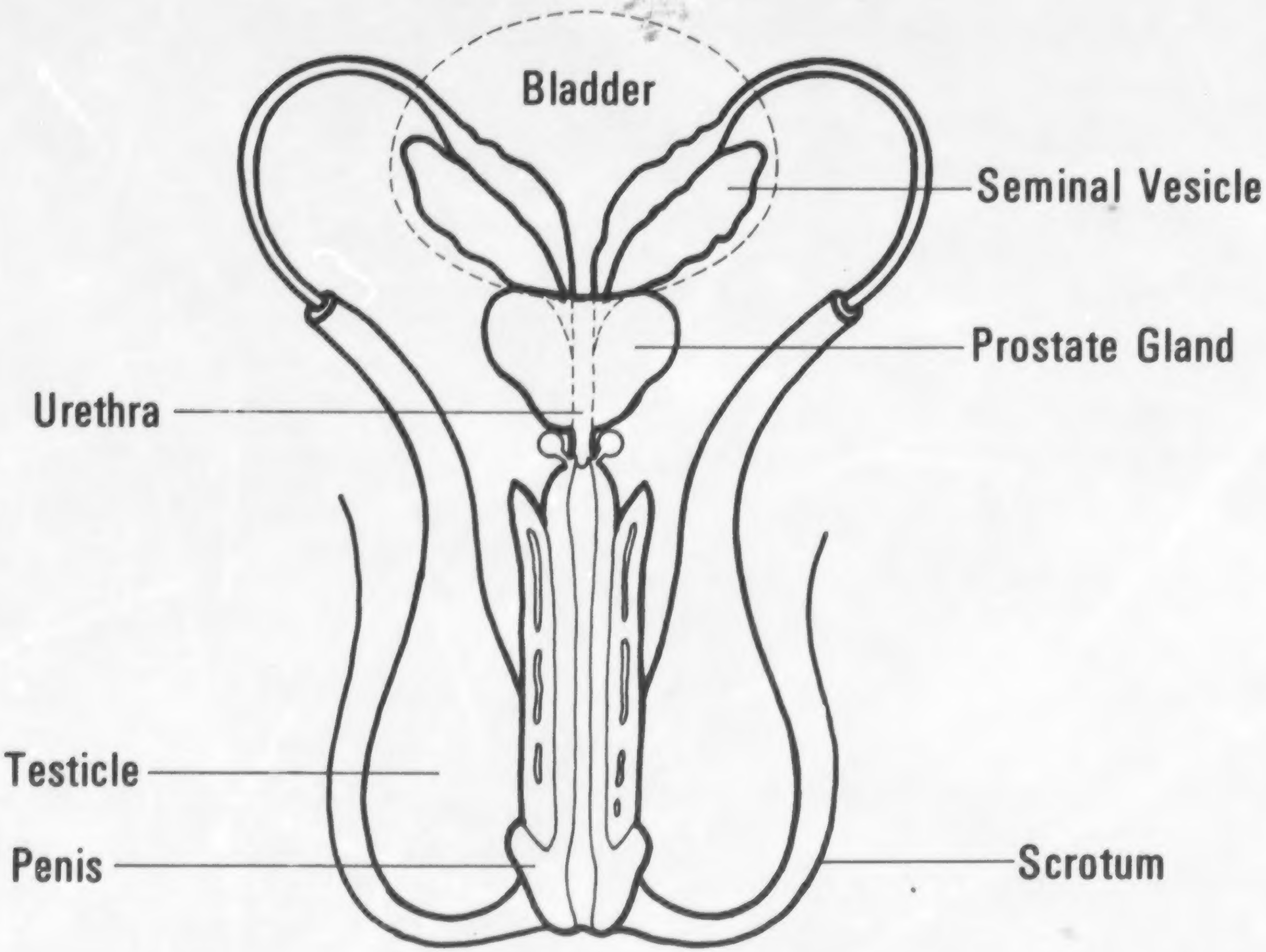

Seminal Vesicle
Bladder
Vas Deferens
Prostate Gland
Urethra
Penis
Testes
Scrotum

746

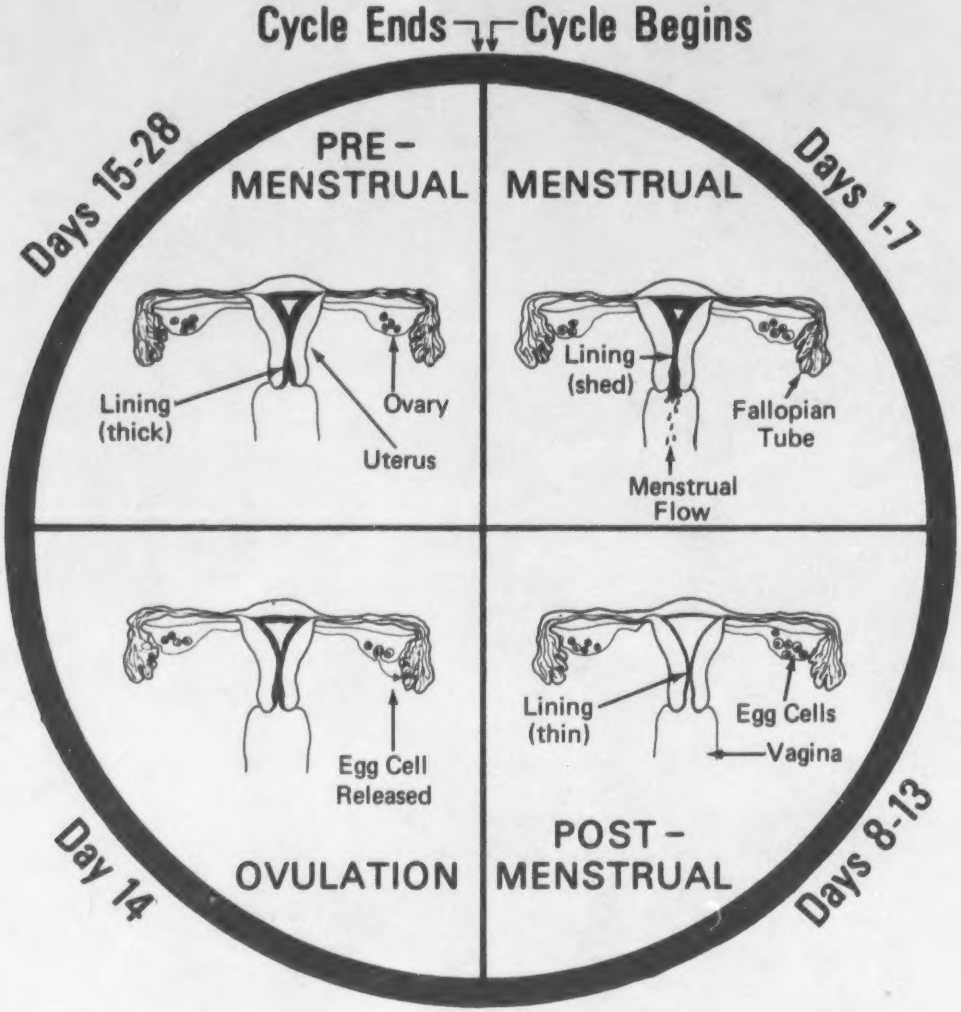
Male Reproductive System

(Continued)

Front View


Bladder
Seminal Vesicle
Prostate Gland
Urethra
Testicle
Penis
Scrotum

The Menstrual Cycle


Cycle Ends
Cycle Begins
Days 15-28
PRE-MENSTRUAL
MENSTRUAL
Days 1-7
Lining (thick)
Uterus
Ovary
Lining (shed)
Fallopian Tube
Menstrual Flow
Egg Cell Released
Day 14
OVULATION
Lining (thin)
Egg Cells
Vagina
POST-MENSTRUAL
Days 8-13

PERSONAL DEVELOPMENT
UNIT I

ASSIGNMENT SHEET #1--EVALUATE IMPORTANCE OF PHYSICAL APPEARANCE

NAME ______________________ SCORE ______________

PART I

Feelings of self begin when a child is very young. Research studies show that by age three or four children can tell whether other people think of them as handsome or ugly. In many cases, the good-looking child receives praise and affection while the less attractive child may be ridiculed and ignored.

You be the counselor or advisor! How would you advise parents to help each of their children to build a positive self-concept, regardless of the child's physical appearance?

Give examples parents should say.

PART II

Oliver Cromwell was a famous English stateman. When Cromwell was having his picture painted, he told the artist, "Paint me as I am, warts and all."

1. What do Cromwell's directions to the artist tell you about his self-concept and body image?

2. What directions would you give to an artist who was about to paint your portrait?

ASSIGNMENT SHEET #1

3. Why would you give these directions?

PERSONAL DEVELOPMENT
UNIT I

ASSIGNMENT SHEET #2--EVALUATE ATTITUDES ABOUT PHYSICAL APPEARANCE

NAME ______________________________ SCORE ____________________

The attitude you take toward a physical feature that you dislike is a measure of your self-acceptance. Are you overcoming your sensitivity about a physical feature that you dislike? Use the following questions to evaluate your self-acceptance of physical features. Check (✓) the column that best describes you.

	YES	NO	SOMETIMES
1. Do I become easily embarrassed or indignant when teased by others?	_____	_____	_____
2. Do I remember that my physical features will change as I mature physically?	_____	_____	_____
3. Do I play up my good points and thus minimize weaker points?	_____	_____	_____
4. Do I remember that no one is perfect and that even the most attractive people have some physical features they wish were different?	_____	_____	_____
5. Have I considered that some physical feature I think unattractive may be thought by others to be a mark of beauty or individuality? (NOTE: You may get encouragement by noticing how many TV performers fall short of beauty!)	_____	_____	_____
6. Do I try to develop my character and social skills, realizing that they can offset physically unattractive features?	_____	_____	_____
7. Do I refrain from self-pity and take an interest in other persons and their problems, thus forgetting my weakness?	_____	_____	_____
8. Do I pay particular attention to cleanliness grooming, and selection of clothing?	_____	_____	_____

PERSONAL DEVELOPMENT
UNIT I

ASSIGNMENT SHEET #3--INTERPRET EMOTIONAL REACTIONS

NAME ______________________________ SCORE ______________

Emotions are the strong feelings that develop when you become aware of unexpected sound, movement, or a new bit of information. Emotions can be happy and pleasant, as when you are surprised with a gift you have wanted for a long time. Emotions can be unpleasant and sad, as when someone you love dies or goes away. Emotions are a part of development.

Some emotions can help you organize your life and escape from danger. Others make you feel disorganized or unable to make a decision, even when it's very important that you take action. Emotions affect the body because the brain and the body work together. Strong emotions like anger or joy can make your heart beat faster, make your mouth feel dry, cause you to sweat, or make your stomach feel tight!

PART I

Use the chart on the following pages to record your own and four others' views about emotions. Summarize each of the responses in the spaces provided.

ASSIGNMENT SHEET #3

	#1	#2	#3	#4	You
What are emotions?					
Are emotions helpful or harmful? Give examples.					
Would you respect a player who cries after losing the big game? Why or why not?					
Would you vote for a politician who shows emotion by getting "choked up" during a campaign speech? Why or why not?					

ASSIGNMENT SHEET #3

	#1	#2	#3	#4	You
What would you think if you saw two men hugging?					
Would you want to work for someone who had a very bad temper? Why or why not?					
What would you do if someone "stole" your boyfriend or girlfriend?					

ASSIGNMENT SHEET #3

PART II

1. What emotions did you feel while taking the poll?

____

____

____

____

2. What emotions did you feel after you heard the answers?

____

____

____

____

3. Is there a difference between responses?____________________

Explain your answer____________________________

____

____

____

PART III

But what about you??? Everyone has basic emotional needs. Some of the more common emotional needs that contribute to a person's mental health are:

Belonging--Need to be a part of a family, group, or team

Approval--Need for praise when you have earned it

Achievement--Need to succeed

New experiences--Need for variety in your life

Security--Need to be free from fear

ASSIGNMENT SHEET #3

Write one example of how you try to meet each basic need below.

1. Belonging

____

____

____

____

2. Approval

____

____

____

____

3. Achievement

____

____

____

____

4. New experiences

____

____

____

____

5. Security

____

____

____

____

PERSONAL DEVELOPMENT
UNIT I

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with personal development to the correct definitions. Place the correct numbers in the blanks provided.

_____a. How an individual looks at self and thinks he or she looks to others

_____b. Few days of discomfort before menstrual period

_____c. Uneven growth rates of various parts of the body

_____d. First menstrual period

_____e. Time between childhood and adulthood

_____f. Feelings of inadequacy about self

_____g. Infectious disease transmitted through sexual contact

_____h. Maturation of reproductive organs

_____i. Monthly shedding of lining of uterus

_____j. Feelings caused by unmet needs, wants, or wishes

_____k. Physical changes that mark the change from childhood to adulthood

_____l. Emotional feelings that range from high to low

_____m. Physical changes identified with physical adulthood

_____n. Chemical substances that affect growth and maturation

_____o. How a person feels about the way she or he thinks, looks, and acts

1. Adolescence
2. Growth spurt
3. Body image
4. Menarche
5. Premenstrual tension
6. Inferiority feelings
7. Venereal disease
8. Puberty
9. Primary sex characteristics
10. Secondary sex characteristics
11. Self-concept
12. Menstruation
13. Hormones
14. Moodiness
15. Frustration

2. Name types of personal growth and development.

   a. ______________________

   b. ______________________

   c. ______________________

   d. ______________________

3. State adolescent developmental tasks.

   a. ______________________

   b. ______________________

   c. ______________________

   d. ______________________

   e. ______________________

4. Name adolescent physical changes.

   a. ______________________

   b. ______________________

   c. ______________________

5. Select from the following list adolescent concerns. Mark each correct answer with an "X."

   _____a. Physical appearance

   _____b. Drug abuse

   _____c. Juvenile delinquency

   _____d. Emotional attitudes

   _____e. Sex drives

   _____f. Unwanted pregnancy

   _____g. Venereal disease

   _____h. Age

   _____i. Suicide

   _____j. Hobbies

6. Match female and male reproductive organs to the correct functions/descriptions. Place the correct numbers in the blanks provided.

FEMALE

______a. Flexible, elastic, pear-shaped organ that houses fetus during pregnancy; also called *womb*

______b. Contain egg cells; produce hormones

______c. Passage from uterus to outside of body; birth canal

______d. Connect ovaries and uterus; one egg travels through one of them once a month; site of conception

______e. Very sensitive organ near opening of vagina

______f. Opening at neck of uterus

______g. Holds urine

1. Fallopian tubes
2. Uterus
3. Cervix
4. Vagina
5. Clitoris
6. Bladder
7. Ovaries

MALE

______a. Tube through which sperm passes from the testicle

______b. Deposits semen in female vagina during intercourse; carries urine

______c. Produce sperm

______d. Holds urine

______e. Tube that carries semen and urine through penis

______f. Serves as temporary storage for semen

______g. Pouch of skin holding testes

______h. Produces whitish fluid that combines with sperm to form semen

1. Urethra
2. Testes
3. Scrotum
4. Vas deferens
5. Seminal vesicle
6. Prostate gland
7. Penis
8. Bladder

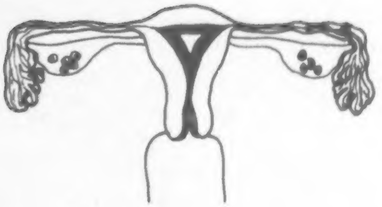
7. Identify stages of the menstrual cycle. Place the correct numbers in the blanks provided.

   1) Menstrual phase--Actual shedding of the uterine lining

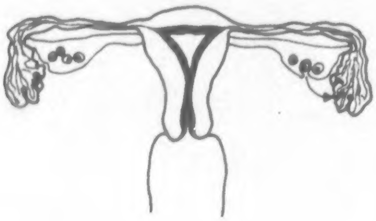
   2) Postmenstrual phase--Resting stage when the pituitary gland in the brain sends out hormones to the ovaries and one egg or ovum begins to ripen

   3) Ovulation--Lining of the uterus begins to thicken; matured egg leaves the ovary; egg enters the fallopian tube on its way to the uterus

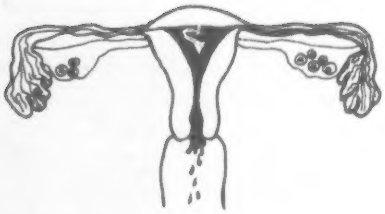
   4) Premenstrual phase--Lining of the uterus continues to grow and thicken and become prepared to receive the fertilized egg



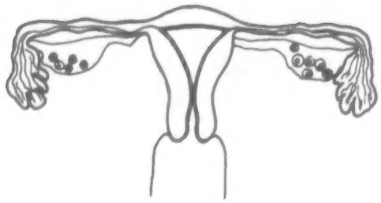
a. ______________________________



b. ______________________________



c. ______________________________



d. ______________________________

8. Distinguish between characteristics of syphilis and gonorrhea by placing an "S" before characteristics of syphilis and a "G" before characteristics of gonorrhea. A blank may have more than one correct answer.

______a. May cause arthritis, heart problems, sterility, or serious pelvic disorders

______b. Spreads throughout every part of the body

______c. Can occur repeatedly with exposure to infectious carriers; cannot build up resistance to the disease

______d. Caused by organism called *gonococcus*

______e. Usually remains localized near the reproductive system or rectum

______f. Has early symptoms that are either absent or so slight that they may be unnoticed

______g. Can be treated with proper medicines and medical supervision

______h. Has varied symptoms

______i. Caused by an organism called *spirochete*

______j. Contracted during sexual contact with a carrier of the disease

______k. May cause insanity, crippling paralysis, heart disease, blindness, or deafness

______l. Can be treated with proper medicines and medical supervision during early stages; treatment in its advanced stages will stop its progress, but the damaged parts of the body may not be restored to good health

9. Distinguish between methods of contraception. List each method under the correct headings.

Rhythm
Oral contraceptive
Abstinence
Vasectomy
Withdrawal
Tubal ligation
Makeshift condom
Douching
IUD (intrauterine device)
Chemical barrier
Diaphragm
Feminine hygiene product
Condom

Nonprescriptive	Prescriptive	Permanent	Ineffective

10. Evaluate importance of physical appearance.

11. Evaluate attitudes about physical appearance.

12. Interpret emotional reactions.

(NOTE: If activities 10 through 12 have not been finished before the test, ask your instructor when they should be finished.)

PERSONAL DEVELOPMENT
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (30 points)

a.	3	d.	4	g.	7	j.	15	m.	10
b.	5	e.	1	h.	9	k.	8	n.	13
c.	2	f.	6	i.	12	l.	14	o.	11

2. (4 points)

   a. Physical

   b. Emotional

   c. Mental

   d. Social

3. (10 points)

   a. Develop family and peer relations

   b. Accept one's body

   c. Achieve emotional independence

   d. Learn that one can be economically independent

   e. Develop relationships with opposite sex

4. (3 points)

   a. Growth spurt

   b. Primary sex characteristics

   c. Secondary sex characteristics

5. (20 points)

   a, b, c, d, e, f, g,

6. (30 points)

FEMALE				MALE			
a.	2	e.	5	a.	4	e.	1
b.	7	f.	3	b.	7	f.	5
c.	4	g.	6	c.	2	g.	3
d.	1			d.	8	h.	6

7. (8 points)

a.	4	c.	1
b.	3	d.	2

8. (24 points)

a.	G	f.	S	j.	S, G
b.	S	g.	G	k.	S
c.	S, G	h.	G	l.	S
d.	G	i.	S		
e.	G				

9. (26 points)

Nonprescriptive	Prescriptive	Permanent	Ineffective
Abstinence	Oral contraceptive	Vasectomy	Withdrawal
Condom	IUD (intrauterine device)	Tubal ligation	Makeshift condom
Chemical barrier			Douching
Rhythm	Diaphragm		Feminine hygiene product

10. Evaluated to the satisfaction of the instructor (10 points)

11. Evaluated to the satisfaction of the instructor (10 points)

12. Evaluated to the satisfaction of the instructor (25 points)

HUMAN RELATIONS
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to establish and maintain good relations with people. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with human relations to the correct definitions.
2. Select from a list factors which promote success in human relations.
3. Discuss the importance of dating and human relations.
4. Name concerns associated with dating.
5. Select from a list desirable characteristics of a dating partner or mate.
6. Distinguish between positive and negative reasons people marry.
7. Select from a list reasons people remain single.
8. Distinguish between characteristics of infatuation and mature love.
9. Arrange in order steps in problem solving.
10. Examine personal feelings on love.
11. Evaluate qualities for date selection.
12. Use problem-solving process.
13. Complete self-analysis activities.
14. Develop a plan to improve personal relations.

HUMAN RELATIONS
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Order films, filmstrips, and games planned to supplement unit.

   B. Provide student with objective sheet.

   C. Provide student with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information sheet.

   F. Discuss assignment sheets.

   G. Adapt materials for special needs students.

   H. Organize a panel focusing on parent-teen relationships. Have students write questions and organize them before panel discussion on common problems such as money, dating, discipline.

   I. Pose the following statement: "You should not date anyone that you would not consider marrying." Discuss whether or not you would agree. Why?

   J. Supplement unit with the following multimedia kits available for purchase from Butterick Publishing. Kits include: Filmstrips, cassettes, spirit masters, and teacher's guide. They are a part of series titled *Family Life Programs.* They can be ordered from Butterick Publishing, P.O. Box 1945, Altoona, Pennsylvania 16603.

      "Adolescence"
      "Love"
      "Dating"

   K. Compare purposes and customs of dating in the early 1900's to those of today. Invite resource person to describe the early 1900 customs.

   L. Have a psychologist discuss teenage suicide and how to cope with feelings of depression and inadequacy.

   M. Invite a resource person to class to discuss rape prevention.

N. Have students poll male and female freshmen, sophomores, juniors, and seniors to find out what 10 things they value. Merge lists and make comparisons between each age and sex. Form might look something like the following:

> Grade in school ______________________ Sex ____
>
> Ten things I value most are . . .
>
> 1. ______________________
> 2. ______________________
> 3. ______________________
> 4. ______________________
> 5. ______________________
> 6. ______________________
> 7. ______________________
> 8. ______________________
> 9. ______________________
> 10. ______________________

O. Have each student draw a picture or find a picture that represents him or her in some way. Mount it on heavy paper or construction paper. Cut into jigsaw pieces. On the back of each piece write a word that he/she feels is typical of him/her.

Examples: Happy, sad, shy, athletic

Exchange puzzles and put together. Allow opportunity for class discussion of the importance of self-concept.

P. Have students begin a success diary and keep for one week. The diary might include success in job, home, school, social, projects, or special favors done for friends or relatives. This activity will, hopefully, show students that they have more successes than failures. It should assist in improving self-concept.

Q. Supplement unit with activities contained in "Awareness: Insight into People." Resource kit may be purchased from J.C. Penney Company, Inc., 1301 Avenue of the Americas, New York, New York 10019.

R. Have students play Dating Game to further evaluate date selection qualities.

S. Allow students to complete dating survey of classmates (sophomores, juniors, and seniors) to assist in identifying desirable characteristics of a dating partner.

T. Give test.

U. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Examine Personal Feelings on Love
2. Assignment Sheet #2--Evaluate Qualities for Date Selection
3. Assignment Sheet #3--Use Problem-Solving Process
4. Assignment Sheet #4--Complete Self-Analysis Activities
5. Assignment Sheet #5--Develop a Plan to Improve Personal Relations

D. Test

E. Answers to test

III. Unit references:

A. Sawatzky, Joyce. *Family Living.* Stillwater. Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

B. Benson, Ann. *Home Economics II: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

C. Kelly, Joan, and Landers, Eddye Eubanks. *Today's Teen.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

D. Craig, Hazel Thompson. *Thresholds to Adult Living.* 3rd ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

E. Jennings, Margie Sumrall. *Decision in Living.* Lexington, Massachusetts: Ginn and Company/Xerox Corporation, 1976.

F. Ryder, Verdene. *Contemporary Living.* South Holland, Illinois: The Goodheart-Willcox Company, Inc., 1979.

G. Sasse, Connie R. *Person to Person.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978.

IV. Films

A. "Never a Bride." Color, 20 minutes, Brigham Young University, 1969. Available from Brigham Young University, Media Marketing, W-Stad., Provo, Utah 84602.

B. "Johnny Lingo." Color, 24 minutes, Brigham Young University, 1969. Available from Brigham Young University, Media Marketing, W-Stad., Provo, Utah 84602.

V. Additional materials:

A. *An Introduction to Value Clarification.* Teaching resource available for purchase from J.C. Penney Company, Inc. 1301 Avenue of the Americas, New York, New York 10019.

B. *In Search of Identity: The Adolescent Experience.* Teaching series available for purchase as a series or individually in the following parts: "Under standing Emotions," "Shaping Identity," "Forming Beliefs," Setting Goals," "Interpersonal Relationships," and "Developing Values." Each kit contains 2 filmstrips and cassettes, and Teacher's Guide. Available for purchase from Parents' Magazine Films, PMF Films, Inc., Box 1000, Elmsford, New York. 10523.

HUMAN RELATIONS
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Self-concept--How a person feels about the way she/he thinks, looks, and acts

   B. Curfew--Time limit

   C. Venereal disease--Infectious disease transmitted through sexual contact

      Examples: Syphilis and gonorrhea

   D. Infatuation--Feeling of being in love

   E. Compatability--Ability to get along well with others

   F. Going steady--Practice of regularly dating only one person for a period of time

   G. Reputation--What others believe us to be

   H. Double standards--Behavior that tends to be approved for one person and not another

II. Factors which promote success in human relations (Assignment Sheet #2)

   A. Be yourself

   B. Accept yourself

   C. Be friendly

   D. Accept others as they are

   E. Have outside interests in things besides yourself

   F. Work toward a positive self-concept, cheerfulness, and good outlook on life

III. Importance of dating and human relations

   A. Provide chances to meet and develop relationships with a number of people

   B. Increase self-understanding (Assignment Sheet #1)

      (NOTE: It is necessary to understand yourself before understanding others.)

INFORMATION SHEET

C. Develop human relations skills

Examples: Getting along with others, being able to be a friend

D. Develop comfort in associating with opposite sex

E. Provide an opportunity to test ability to get along with others

IV. Concerns associated with dating (Assignment Sheet #5)

A. Sex

Examples: Double standards, unwanted pregnancy, venereal disease, lack of information about sex, peer pressures, coping with sex drives

B. Cars

Examples: Additional insurance costs, expense of gas and upkeep

C. Drugs

Examples: Alcohol, marijuana, tobacco

D. Issues between parents and teenagers

Examples: Age to begin dating, curfews, number of nights able to go out per week, who to date, where to go on a date, personal standards in dating behavior, use of time

V. Desirable characteristics of a dating partner or mate (Assignment Sheet #4)

(NOTE: Dating in our culture has many purposes. It provides a way to get to know and understand the opposite sex, provides a way to develop socially, provides an opportunity to develop friendships, and establishes a framework for mate selection. As you date, evaluate the following characteristics.)

A. Dependable and can be trusted

B. Takes pride in personal appearance and manners

C. Pleasant disposition and sense of humor

D. Considerate of self and others

E. Acts according to age, not childish

F. Acceptable in speech and action

G. Manages resources

Examples. Time, energy, and money

INFORMATION SHEET

VI. Reasons people marry

A. Positive

1. Love
2. Companionship
3. Happiness
4. Need for one-to-one relationship
5. Sexual satisfaction

(NOTE: Sexual satisfaction is socially approved within marriage.)

B. Negative

1. Spite
2. Pity
3. Loneliness
4. Escape from unhappy home situation
5. Premarital pregnancy
6. Extension of dating

Example: "We had dated since junior high. There just wasn't anything else to do."

7. Parental and peer pressure
8. Sexual satisfaction

(NOTE: Sexual satisfaction becomes a negative reason for marriage if it is the main reason.)

VII. Reasons people remain single

A. Financial

B. Prefer being single

C. Have not found the right person to marry

D. Career-oriented

E. Obligation to others

Examples: Older parents, ill relatives

INFORMATION SHEET

F. Personal illness

Example: Terminal cancer

G. Religious commitment

Examples: Nun or priest

H. Unable to form or maintain a close relationship with another person

VIII. Characteristics of infatuation and mature love (Assignment Sheet #3)

A. Infatuation

1. Love is mysterious
2. Love comes unexpectedly, sometimes unwanted, but you are expected to give up everything for it
3. Love is uncontrollable and may come and go; there is nothing you can do about it
4. Lost love may be replaced by another
5. New love may be just as valuable as a lost love

B. Mature love

1. Desire to care for another person
2. Sense of responsibility for another person
3. Respect for another person
4. Knowledge of another person
5. Desire to cooperate with another person
6. Ability to give and receive unselfishly
7. Ability to compromise

IX. Steps in problem solving (Assignment Sheet #5)

A. State or define the problem; know what you have to make decision about

B. Get the facts

C. Consider resources

D. Consider alternatives

(CAUTION: Be sure to consider possible results of each alternative.)

INFORMATION SHEET

E. Relate problem to personal goals and values

F. Make a decision

G. Act

H. Evaluate the results

(NOTE: If problem is not solved, choose another alternative and repeat steps.)

HUMAN RELATIONS
UNIT II

ASSIGNMENT SHEET #1--EXAMINE PERSONAL FEELINGS ON LOVE

NAME______________________________ SCORE______________

Through thoughtful examination of your feelings and ideas on love, you can become more aware that love comes in varied forms and degrees. Furthermore, you can realize that the capacity to love begins with a healthy respect and love for yourself.

PART I

1. If I had to define love in one sentence, I would say that, to me, love is____________
2. As a child, my first memory of feeling loved was ____________
3. The first time I knew consciously that I loved another person was____________
4. I feel that I would (have to, not have to) change some things about myself in order for someone else to love me because ____________

ASSIGNMENT SHEET #1

5. I think that people first learn to love (choose one):

_____a. as infants
_____b. as young children, when they can communicate with others
_____c. as they go through adolescence
_____d. only when they are mature adults

I have chosen (a, b, c, or d) because ______________________________

____

____

6. I (do, do not) believe in "love at first sight" because ______________________

____

____

7. I believe that true love (changes, never changes) because ____________________

____

____

8. The first things, other than good looks, that attract me to a (boy, girl) are

____

____

9. I would find it (possible, impossible) to marry someone without first being in love with her/him because ______________________________

____

____

____

10. Sometimes it has been said that marriage spoils a love relationship. I (agree, disagree) with this statement because ______________________________

____

____

____

____

ASSIGNMENT SHEET #1

11. When I love somebody, I feel that they should "belong" exclusively to me. I (agree, disagree) with this statement because ______________________________

____

____

12. I believe that there is usually a certain amount of suffering and unhappiness in any love relationship, due mostly to not being entirely sure of the other person. I (agree, disagree) with this statement because ______________________________

____

____

____

PART II

Use the following questions to evaluate your personal readiness for mature love.

1. I believe that the main cause of unhappiness in a love relationship is ______________

____

____

2. I know when I am falling in love when I feel the following in myself:

____

____

3. I (could, couldn't possibly) love somebody if I discovered that he/she had some big faults because ______________________________

____

____

4. I believe that when you love another person, you owe it to them to try to help them change their faults and develop the best part of themselves. I (agree, disagree) with this statement because ______________________________

____

____

____

ASSIGNMENT SHEET #1

5. When I am in love with someone, they seem to be the best-looking, most wonderful person on earth. When it's over, I see them as they really are. I can explain the difference this way: ____________________

6. I feel sort of "invisible" until I fall in love with someone and know that they are in love with me. I (agree, disagree) with this statement because ____________________

7. Being in love with someone is like existing alone in the world, just the two of you. It doesn't matter what anyone else thinks. Time stops; there's no time to think of the future until it happens. I (agree, disagree) with this statement because ____________________

8. I believe I am worth loving because: ____________________

9. I believe the difference between infatuation and mature love is: ____________________

HUMAN RELATIONS
UNIT II

ASSIGNMENT SHEET #2--EVALUATE QUALITIES FOR DATE SELECTION

NAME______________________________ SCORE______________

Not every date is a possible mate. You may not be looking for a lasting or permanent relationship with another person. Do you know what you want, what you might want ten years from now? Your reactions to the following may help you determine more clearly the kind of relationship you are after. Place a (✓) in the column that best describes how you feel about the following qualities.

PART I

I should date someone . . .	**Very Important**	**Slightly Important**	**Not Important**	**No Opinion**
with whom I can develop close bonds of affection				
who is independent in attitudes, emotions, ideas				
who would come to depend on me emotionally				
who has the same basic approach to life as my own				
who shares similar interests and activities with me				
to spend time with rather than being alone				
with whom I would be proud to be seen				
with a good sense of humor				
who appreciates my own sense of humor				
with whom I find it easy to talk seriously				
who understands my life goals and would be helpful and supportive towards achieving them				
who has a good self-concept				

ASSIGNMENT SHEET #2

	Very Important	Slightly Important	Not Important	No Opinion
who could share tasks and responsibilities				
with whom I feel it would be worthwhile to take time to discuss difficulties and agreements				
who knows how to and is willing to compromise				
who wants the same life-style as I do				
easy-going, responsive to plans and ideas				
strong and positive who enjoys starting activities				
who has firm personal life goals I respect				
who wants the same type of relationship as I do				
who wants to continue dating other people				
who enjoys activities with a large group of friends more than just as a couple				
who wants to travel and work alone				
I feel closer to every time we meet				
with whom I can reach a level of feeling, which does not particularly increase or decrease				

ASSIGNMENT SHEET #2

PART II

Place a (✔) in the column that is appropriate for the way you feel.

The person I date should . . .	Very Important	Slightly Important	Not Important	No Opinion
be very ethical				
be religious				
like children				
be sociable				
be hardworking				
be athletic				
be punctual (always on time)				
have a sense of humor				
be orderly and neat				
be optimistic (think the best of people and situations)				
be generous with praise				
be a good listener				
be outgoing				
be cooperative				
like doing things for others				
enjoy the outdoors				
enjoy going out to movies				
enjoy being with other people				
enjoy staying home				
enjoy talking				
enjoy being with the family				
be very goal oriented				
be very interested in acquiring material things				

HUMAN RELATIONS
UNIT II

ASSIGNMENT SHEET #3--USE PROBLEM-SOLVING PROCESS

NAME______________________________ SCORE______________

There are so many problems associated with dating!!! Who to go out with, how to ask someone out, personal standards in dating, and whether or not to go steady, are just a few!!! Study the information and situations that follow. Also, study the steps in problem solving listed in your unit. Use this information and steps as you solve the situations on the form that follows the situations.

PART I

DATING ETIQUETTE

Asking someone for a date can be really scary! What if you get turned down? What if the person has other plans? There are some rules that can help in dating.

1. Be definite when asking for a date.
2. Be prepared for yes or no answer.
3. Be prompt.
4. Be polite to parents.
5. Call for your date at the door.
6. Know each other's curfew's and make sure you are both home at correct times.
7. Be polite in accepting or refusing a date.
8. Give a definite answer when asked for a date.
9. Express thanks for invitation.
10. If you accept the date, keep it.
11. Introduce date to parents.

Situation I

You have been asked to the private dance that follows the football game. Your parents do not want you to attend dances. In addition to this you know there will be drinking. You accepted the date before you knew what you would be doing. How do you solve this problem?

Situation II

You have been asked out by someone to a big party. You do not want to sit at home, but you do not want to go out with this person. You do not want to hurt this person's feelings. How do you solve this problem?

ASSIGNMENT SHEET #3

PERSONAL STANDARDS

Personal standards in dating behavior are influenced by many things. Your parents and the standards that they have taught you, your religion, personality, friends, and even your personal goals are all factors that influence what you do on a date.

Situation III

You have gone out on a date alone. The date was to be a double date, but at the last minute the other couple could not go. Your date stops the car out in the country in the "middle of nowhere." It is time for you to be home. How do you solve this problem?

Situation IV

Your date spreads bad rumors about you at school the day after your date. How do you solve this problem?

Situation V

You are at a party. It was to have been chaperoned but the parents were called out of town unexpectedly. Several people start smoking marijuana. They ask you to smoke and you are afraid to say no because you want them to like you. How do you solve this problem?

Situation VI

You have been going steady for six months. Your steady begins pressuring you to have a sexual relationship. How do you solve this problem?

GOING STEADY

There are lots of reasons for and against going steady. These are just a few:

Reasons for going steady . . .	**Reasons against going steady . . .**
Security of having a date	One can be cheated
One feels more comfortable	Affection gets out of hand
Gets to know the opposite sex	May be the only way to always have a date
Builds affection	Cuts down the number of dating partners

ASSIGNMENT SHEET #3

Reasons for going steady. . .	**Reasons against going steady . . .**
Social acceptance among peer group	Deprives the wider experience of casual and closer friendships some-considered important for wise mate selection Habit forming Breaking up may be painful Too time consuming

Situation VII

You have been dating one person for two months. You are asked to go steady. You do not feel like you are ready to make this committment. How do you solve this problem?

Situation VIII

You have been going steady for six months. You have met someone that you would like to go out with. You still want to date your steady. How do you solve this problem?

Situation IX

You serve your FHA chapter as vice president. The person you have been dating continues to demand more and more of your time. You have an FHA meeting tonight and your steady does not want you to attend. You are responsible for the program at the meeting. How do you solve this problem?

ASSIGNMENT SHEET #3

STEPS	Situation I	Situation II	Situation III
State the Problem			
Get the Facts			
Consider Resources			
Consider Alternatives			
Make Decision			
Act on Decision			
Evaluate Results			

ASSIGNMENT SHEET #3

STEPS	Situation IV	Situation V	Situation VI
State the Problem			
Get the Facts			
Consider Resources			
Consider Alternatives			
Make Decision			
Act on Decision			
Evaluate Results			

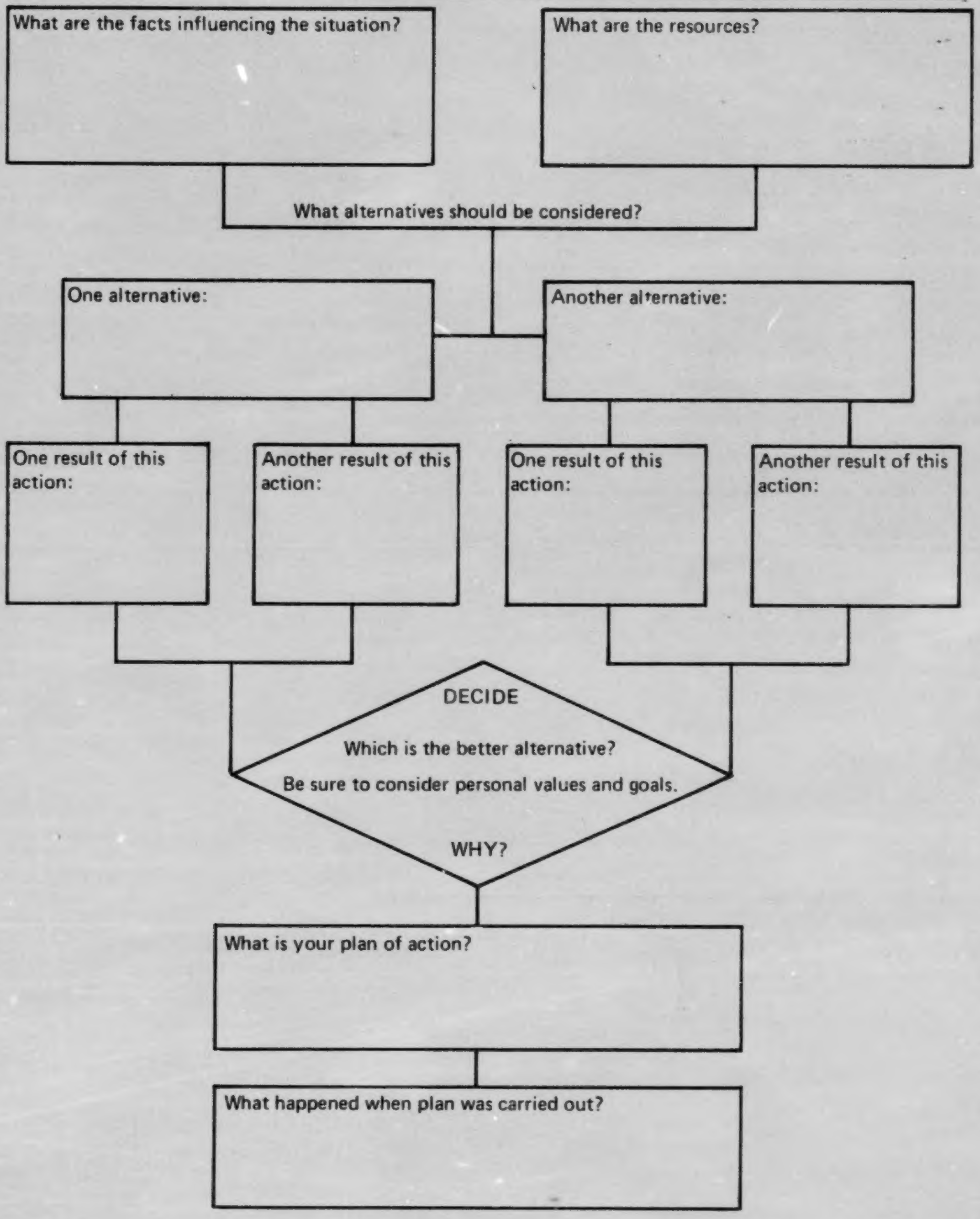
ASSIGNMENT SHEET #3

STEPS	Situation VII	Situation VIII	Situation IX
State the Problem			
Get the Facts			
Consider Resources			
Consider Alternative			
Make Decision			
Act on Decision			
Evaluate Results			

ASSIGNMENT SHEET #3

Using the decision-making process tends to be "easier" when it's someone else's problem. NOW, use this same process in a personal situation. Write the information requested within each box.

State decision-making problem: ____


What are the facts influencing the situation?
What are the resources?
What alternatives should be considered?
One alternative:
Another alternative:
One result of this action:
Another result of this action:
One result of this action:
Another result of this action:
DECIDE
Which is the better alternative?
Be sure to consider personal values and goals.
WHY?
What is your plan of action?
What happened when plan was carried out?

ASSIGNMENT SHEET #3

CRITERIA TO EVALUATE DECISION-MAKING PROCESS

1. Was my decision a good one?__________ Why or why not__________________________

   ____

   ____

2. Is the course of action I decided on worth the resources I will have to use?

   ____

3. What have I learned?____

   ____

   Where can I use these ideas again?____

   ____

4. How near have I come to solving my problem?______________________________

   ____

5. What might have been the result if I had chosen another course of action?

   ____

   ____

6. Now that I have made my choice, am I happy with it?________________________

7. What are the consequences of my decision?__________________________________

   ____

8. Did other prople profit from my decision, or was I somewhat selfish?____________

   ____

9. Did I use my resources in the most effective ways?__________________________

10. Did I reach the standard I wanted to reach?________________________________

    Is it in keeping with what I think is really important?________________________

Adapted from Louisiana State Department of Education. *Consumer Education for Home Economics*, Bulletin No. 1171. Baton Rouge, Louisiana, 1970.

HUMAN RELATIONS
UNIT II

ASSIGNMENT SHEET #4--COMPLETE SELF-ANALYSIS ACTIVITIES

NAME______________________________________ SCORE________________

You know yourself pretty well . . . or do you? How do others see you? Do they see a person they would like to get to know? Are you someone with whom they might like to build a close relationship? Is the "self" you are working to establish someone you would like to get close to?

In using the following questionnaires, attempt to step outside and look at yourself. The first step in improving personal relationships is to become aware of yourself (weaknesses and strengths). Adjustment and success involve self-image and the very real necessity for being a whole person before a meaningful personal relationship can be achieved.

PART I

1. Humans are social animals. They need each other. Rate these needs in personal relationships, one through ten, in order of their importance to you with one being the most important.

_____companionship

_____understanding

_____support in trouble

_____ressurance

_____shared experiences

_____sexual fulfillment

_____openness/honesty

_____sense of humor

_____common interests

_____acceptance

2. How many roles do you fill? (Check the words you feel fit you.)

_____son/daughter

_____sister/brother

_____grandchild

_____friend

_____student

_____pet owner

_____producer

_____employee

_____team member

_____club/group member

_____church member

_____lover

_____citizen

_____consumer

_____neighbor

ASSIGNMENT SHEET #4

3. In this exercise you are asked to rate how you, your parents, and friends approve of the way you handle the following areas of your life. Ratings are good, fair, and awful. Write your rating in the spaces provided.

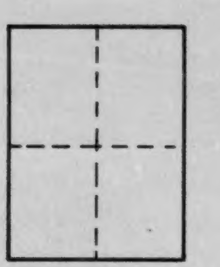
	Parents Think	Friends Think	I Think
Money			
Relationships with friends			
Opposite sex			
Community activities			
Use of time			
Family relationships			
Responsibilities at home			
Personal appearance			
Personal habits			
Clothing			
Tastes in music, books, TV, hobbies			

ASSIGNMENT SHEET #4

PART II

1. Draw lines to divide a sheet of paper into four equal parts. Do this on both sides of the page.

   Example:



2. In the upper left-hand corner write your name or nickname that you like to be called.
3. In the upper right-hand corner write at least ten words that describe you.
4. In the lower left-hand corner draw pictures of things you like to do. (Artwork does not count.) These are probably things you like to do well. They may be the same as the last square, but not necessarily.
5. In the lower right-hand corner list something you want to accomplish today, this week, this month, this year, in ten years, and by the time you are 65.
6. On the opposite side of the page, in the upper left-hand corner, put something about which you would never budge.
7. In the upper right-hand corner put a motto, saying, philosophy, or scripture by which you try to live.
8. In the lower left-hand corner put what you would do if you knew you only had one year to live and if you only had one day to live.
9. In the lower right-hand corner list at least three things you want people to say about you after you die.

   (NOTE: You might even design your own tombstone and obituary.)

10. List the things you learned about yourself from this activity.

THINGS I LEARNED

____

____

____

____

ASSIGNMENT SHEET #4

PART III

Evaluate yourself by checking (✓) the appropriate column for each of the questions below. This will help you to understand your strengths and weaknesses in personal relationships.

	YES	NO
Am I someone to be trusted?		
Am I easy to talk to; do I really listen?		
Am I dependable; do I follow through?		
Do I talk too much?		
Do I sometimes expect too much of others?		
Am I a good sport?		
Do I "play games" instead of "dealing straight" with friends?		
Do I sometimes enjoy poking fun at others?		
Am I generally sincere with other people?		
Do I try to present a neat, attractive appearance?		
Do I keep trying to change people?		
Is it hard to get close to me?		
Do I allow jealousy to spoil relationships?		
Do I shrug off or discount the ideas and opinions of others?		
Am I sometimes cold and impersonal?		
Do I ever feel that if anyone else knew the "real me," I wouldn't have a friend in the world?		
Do I constantly run myself down to anyone who will listen?		
Do most discussions in which I take part end up in quarrels?		
Do I try to impose my sexual attitudes and standards on others?		

ASSIGNMENT SHEET #4

	YES	NO
Do I actually enjoy the prospect of being totally responsible for myself and my actions?		
Am I a "nervous wreck" a lot of the time?		
Am I confident that I can control what I do about my emotions in most situations?		
Do I often feel misunderstood?		
Do I feel hurt or rejected if people disagree with me?		
Do I date people for what I can get out of it?		
Do I find it flattering when people envy me for the dates I have?		
Are my immediate goals realistic?		
Are my life goals realistic and attainable?		
Do I grow frustrated and give up too soon when something doesn't work out?		
When disagreements arise in a relationship, am I able and willing to talk them out?		
Do I keep swallowing my true feelings in personal relationships because I believe that, once aired, they will mean the end of that relationship?		
Am I usually most comfortable when I am the one who proposes activities, makes plans and arrangements, and generally dominates a social situation?		
Do I ever sit down by myself and consciously sort out my own feelings about *me*?		

34. I feel my strengths in personal relationships include

____

____

____

ASSIGNMENT SHEET #4

35. I would like to improve personal relationships by

____

____

____

PART IV

Check the appropriate column. No one will see this analysis but yourself. It will not affect your grade. It is simply to help you analyze yourself and work on self-improvement.

Yes	No	Maybe	**Will you . . .**
			write letters to the editor?
			write *Dear Abby*?
			break a bad habit?
			marry for money?
			run for public office?
			be an officer of a civic club?
			get fatter with maturity?
			watch soap operas?
			marry someone of another religion?
			consider getting engaged without a ring?
			read the sports page of the newspaper?
			read gossip columns?
			travel in Europe?
			attend cultural events?
			read the editorials of the newspaper?
			subscribe to *Playboy* or *Playgirl*?
			read the newspaper daily?

ASSIGNMENT SHEET #4

Will you . . .

Yes	No	Maybe	
			have a swimming pool?
			subscribe to the *Wall Street Journal*?
			read the comics page of the newspaper?
			read the front page of the newspaper?
			have a large family?
			watch more than four hours of TV per day?
			turn on the radio immediately upon entering your house?
			insist on a large wedding?
			go to a nice restaurant once a week?
			do a good deed once a day?
			move if a member of another race moves into your neighborhood?
			move far away from home?
			work with young children?
			turn down your favorite dessert?
			date two people at once?
			drive recklessly?
			lock all doors when you leave the house?
			cheat on your spouse?
			appreciate your family?
			have a maid?
			take office supplies from your business?
			call in sick when you were up late the night before?
			vote for a conservative?
			have trouble sleeping?
			go to a psychiatrist?

ASSIGNMENT SHEET #4

Yes	No	Maybe	**Will you . . .**
			vote for a liberal?
			order a cola rather than an alcoholic beverage when with friends?
			experiment with drugs?
			move in with relatives after you are married?
			have a picture of a movie star in your room?
			enjoy your in-laws?
			join the military?
			own land?
			have regular physical and dental checkups?
			work with the sick and elderly?
			continue your education?
			give a present to someone for no reason other than that you like them?
			read a self-improvement book?
			give up to the point of considering suicide?
			refuse to take money that is not yours?
			work when the supervisor is gone?
			set goals?
			assume new responsibilities on the job?
			envy other people?
			keep promises?
			defend someone whom you think was wronged?
			try to do too much at once?
			worry so much you'll get sick?
			blow your stack in front of people at work?

ASSIGNMENT SHEET #4

Will you . . .

Yes	No	Maybe	
			get even with someone who wronged you no matter how long it takes?
			tell an ethnic joke?
			decide not to compliment someone?
			be suspicious of most people's motives?

What can you conclude about yourself from this experience?

HUMAN RELATIONS
UNIT II

ASSIGNMENT SHEET #5--DEVELOP A PLAN TO IMPROVE PERSONAL RELATIONS

NAME______________________________ SCORE_______________

Now that you have begun to analyze yourself, choose some way in which you want to change or to improve. It is one thing to want to do something; it is another thing to do something about it. You may decide to study harder or to do a better job in your work. You may decide to work on an emotional or a physical fitness problem. You may decide to diet. Whatever improvement you choose, fill in one of the contracts on the following pages. Write your name on the first line of the contract. Fill in the number of days in which the contract is to be in effect. On the line beginning GOAL write the one change on which you are going to work. On the line beginning REWARDS list one or more activities you find most enjoyable, for example, purchasing an album or tape, going hunting or skiing, eating chocolate cake and ice cream, playing tennis, going to the basketball game, reading a magazine, riding a bicycle, watching TV, going to a dance, sewing, going shopping, sleeping, or calling someone long distance. On the line beginning PLAN OF ACTION explain how you plan to reach your goal. On the line beginning PENALTIES list one or more of the enjoyable activities you will give up if you do not live up to your contract.

Token Rewards--Another way of giving yourself rewards is by the token system. With this system you give yourself a check mark for each hour or day that you live up to your contract. Then you give yourself the reward when you have earned a certain number of check marks. No penalty is needed when you use the token reward system, but you will need a calendar or a progress chart on which to record the check marks you earn. With the token reward system you will fill in the contract in the same way, except that you list the number of checkmarks you must accumulate in order to earn the reward.

This contract should be personal. Fill it out once a week, or whenever you feel the need.

ASSIGNMENT SHEET #5

SELF-IMPROVEMENT CONTRACT

I,______________________________, do hereby enter into the following agreement with myself. I will perform the behavior stated below for a period of________ days.

In return, I will receive the rewards listed below.

GOAL____

PLAN OF ACTION__________________________________

REWARDS______________________________________

If I fail to live up to this contract, these penalties will take effect.

PENALTIES_____________________________________

____

____
Signature

- -

SELF-IMPROVEMENT CONTRACT

I,______________________________, do hereby enter into the following agreement with myself. I will perform the behavior stated below for a period of________ days.

In return, I will receive the rewards listed below.

GOAL____

PLAN OF ACTION__________________________________

REWARDS______________________________________

If I fail to live up to this contract, these penalties will take effect.

PENALTIES_____________________________________

____

____
Signature

ASSIGNMENT SHEET #5

SELF-IMPROVEMENT CONTRACT

I,________________________________, do hereby enter into the following agreement with myself. I will perform the behavior stated below for a period of________ days.

In return, I will receive the rewards listed below.

GOAL____

PLAN OF ACTION______________________________________

REWARDS____

If I fail to live up to this contract, these penalties will take effect.

PENALTIES____

____

____
Signature

SELF-IMPROVEMENT CONTRACT

I,________________________________, do hereby enter into the following agreement with myself. I will perform the behavior stated below for a period of________ days.

In return, I will receive the rewards listed below.

GOAL____

PLAN OF ACTION______________________________________

REWARDS____

If I fail to live up to this contract, these penalties will take effect.

PENALTIES____

____

____
Signature

HUMAN RELATIONS
UNIT II

TEST

NAME______________________________________ SCORE________________

1. Match terms associated with human relations to the correct definitions. Write the correct numbers in the blanks provided.

______a. Ability to get along well with others

______b. What others believe us to be

______c. Time limit

______d. Practice of regularly dating only one person for a period of time

______e. Infectious disease transmitted through sexual contact

______f. How a person feels about the way she/he thinks, looks, and acts

______g. Feeling of being in love

______h. Behavior that tends to be approved [illegible] one person and not another

1. Self-concept
2. Curfew
3. Venereal disease
4. Infatuation
5. Compatability
6. Going steady
7. Reputation
8. Double standards

2. Select from the list below factors which promote success in human relations. Mark each correct answer with an "X."

______a. Consider own needs first

______b. Be friendly

______c. Work toward a positive self-concept, cheerfulness, and good outlook on life

______d. Monopolize conversation

______e. Try to change people to improve them

______f. Accept yourself

______g. Be yourself

______h. Accept others as they are

______i. Have outside interests in things besides yourself

3. Discuss the importance of dating and human relations.

____

____

____

____

____

4. Name 3 concerns associated with dating.

a. ______________________________________

b. ______________________________________

c. ______________________________________

5. Select from the list below desirable characteristics of a dating partner or mate. Mark each correct answer with an "X."

______a. Pleasant disposition and sense of humor

______b. Acceptable in speech and actions

______c. Takes pride in personal appearance and manners

______d. Dependable and can be trusted

______e. Wants to be with you constantly

______f. Manages resources

______g. Makes decisions for you

______h. Considerate of self and others

______i. Acts according to age, not childish

______j. Affectionate in public

6. Distinguish between positive and negative reasons people marry. Place a "P" before positive reasons and an "N" before negative reasons in the blanks provided.

______a. Need for one-to-one relationship

______b. Escape from unhappy home situation

______c. Premarital pregnancy

______d. Happiness

______e. Pity

______f. Love

______g. Extension of dating

______h. Loneliness

______i. Companionship

7. Select from the list below reasons people remain single. Mark each correct answer with an "X."

______a. Obligation to others

______b. Financial

______c. Prefer being single

______d. Career-oriented

______e. Personal illness

______f. Religious commitment

8. Distinguish between infatuation and mature love. Place an "I" before characteristics of infatuation and an "M" before characteristics of mature love.

______a. New love may be just as valuable as a lost love

______b. Love is uncontrollable and may come and go; there is nothing you can do about it

______c. Respect for another person

______d. Love is mysterious

______e. Desire to care for another person

______f. Sense of responsibility for another person

______g. Lost love may be replaced by another

______h. Knowledge of another person

______i. Ability to compromise

______j. Desire to cooperate with another person

______k. Ability to give and receive unselfishly

9. Arrange in order steps in problem solving. Write a "1" before the first step, a "2" before the second step, and so on in the blanks provided.

______a. Relate problem to personal goals and values

______b. Act

______c. Get the facts

_____d. Consider alternatives

_____e. Make a decision

_____f. State or define the problem

_____g. Consider resources

_____h. Evaluate the results

10. Examine personal feelings on love.

11. Evaluate qualitites for date selection.

12. Use problem-solving process.

13. Complete self-analysis activities.

14. Develop a plan to improve personal relations.

(NOTE: If activities 10-14 have not been completed before the test, ask your instructor when they should be finished.)

HUMAN RELATIONS
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank best to make a test key. The point system in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 250.)

1. (16 points)

   a. 5

   b. 7

   c. 2

   d. 6

   e. 3

   f. 1

   g. 4

   h. 8

2. (18 points)

   b, c, f, g, h, i

3. (5 points)

   Discussion should include.

   a. Provide chances to meet and develop relationships with a number of people

   b. Increase self-understanding

   c. Develop human relations skills

   d. Develop comfort in associating with opposite sex

   e. Provide an opportunity to test ability to get along with others

4. (3 points)

   Any three of the following:

   a. Sex

   b. Cars

   c. Drugs

   d. Issues between parents and teenagers

5. (20 points)

   a, b, c, d, f, h, i

6. (18 points)

a. P f. P

b. N g. N

c. N h. N

d. P i. P

e. N

7. (12 points)

a, b, c, d, e, f

8. (22 points)

a. I g. I

b. I h. M

c. M i. M

d. I j. M

e. M k. M

f. M

9. (16 points)

a. 5 e. 6

b. 7 f. 1

c. 2 g. 3

d. 4 h. 8

10. Evaluated to the satisfaction of the instructor (20 points)

11. Evaluated to the satisfaction of the instructor (20 points)

12. Evaluated to the satisfaction of the instructor (30 points)

13. Evaluated to the satisfaction of the instructor (30 points)

14. Evaluated to the satisfaction of the instructor (20 points)

USING BANKING SERVICES
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to write a check and a deposit slip, reconcile a bank statement, and select appropriate banking services for personal needs. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with using banking services to the correct definitions.
2. Name functions of a bank.
3. Match banking services to the correct descriptions/definitions.
4. Arrange in order the steps involved in opening a checking account.
5. Name advantages of a checking account.
6. Identify kinds of check endorsements.
7. Explain how to stop payment on a check.
8. Select from a list items that should be included on a check.
9. Write a check and a deposit slip.
10. Reconcile a bank statement.

USING BANKING SERVICES
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Order films, filmstrips and other materials planned to supplement unit.

   B. Make transparency.

   C. Provide student with objective sheet.

   D. Provide student with information and assignment sheets.

   E. Discuss unit and specific objectives.

   F. Discuss information and assignment sheets.

   G. Adapt materials for special needs students.

   H. Arrange for a field trip to a bank for students to observe banking services firsthand.

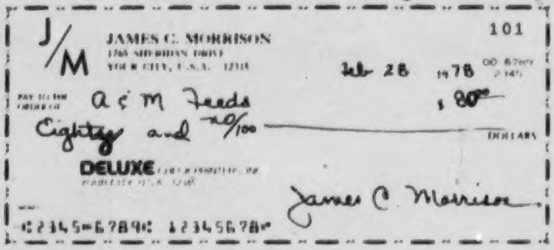
   I. Obtain deposit and withdrawal slips to show students how to complete each properly.

   J. Prepare a bulletin board showing the route a check takes before it "clears."

   K. Brainstorm about the electronic payment system that may replace the written check, making it possible to make payments by simply calling your bank.

   L. Invite officers from commercial and savings banks to address the class at the same time on the topic, "Why You Should Bank with Us." Focus on questions such as the following: Why don't all banks offer the same services at the same cost? What kind of restrictions does the federal government place on banks and why? How will the banks of 50 years from now differ from those of today?

   M. Have students write a check for $6.00 or $8.00. Demonstrate the ease of altering these amounts such as $16, $60, or $600 and $18, $80, or $800. Point out the rules of basic check writing.



J/M JAMES C. MORRISON

101

Feb 28 1978

A & M Feeds $ 80 00

Eighty and no/100 DOLLARS

DELUXE

James C. Morrison

12345-6789: 12345678

N. Give students choice of using a check register instead of check stubs in completing Assignment Sheets #1 and #2.

O. Give test.

P. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Transparency master--TM 1--Clearing Checks

D. Assignment sheets

1. Assignment Sheet #1--Write a Check and a Deposit Slip

2. Assignment Sheet #2--Reconcile a Bank Statement

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references:

A. Warmke, Roman F.; Wyllie, Eugene D.; and Sellers, Beulah E. *Consumer Decision-Making: Guides to Better Living.* 2nd ed. Cincinnati: South-Western Publishing Co., 1977.

B. Oppenheim, Irene. *Consumer Skills.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

C. Mellers, Tom. *Personal Finance.* New York: Butterick Publishing, 1976.

D. Benson, Ann. *Home Economics II: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

E. Sawatzky, Joyce. *Family Living.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

IV. Films:

A. "Checks: What to Cash." Color, 15 min., BNA Communications, Inc., 9401 Decoverly Hall Rd., Rockville, Maryland 20850.

(NOTE: Describes the four conditions that must be met before one can cash a check with minimum risk of loss.)

B. "Checks: When to Cash." Color, 15 min., BNA Communications, Inc., 9401 Decoverly Hall Rd., Rockville, Maryland 20850.

C. "Handling Checks." Color, 10 min., National Educational Media, 15760 Ventura Blvd., Encino, California 91436.

(NOTE: Includes basic procedures for handling checks and saving money by reducing losses.)

D. "Handling Money." Color, 14 min., National Educational Media, 15760 Ventura Blvd., Encino, California 91436.

(NOTE: Illustrates the proper and safe methods of handling large bills and change and how to spot altered or counterfeit money.)

E. "24 Hours in a Life of a Check." Color, 22 min., American Bankers Association, 1120 Connecticut Avenue NW, Washington, D.C. 20036.

(NOTE: This film follows the check from deposit through bookkeeping and clearing.)

V. Additional materials:

A. Pamphlets

1. "Teacher's Guide to Banking"
2. "Student's Guide to Banking"
3. "Using Bank Services"
4. "The Story of American Banking"
5. "Personal Money Management"
6. "How Banks Help"

(NOTE: The six booklets above are available in quantity through your local banker or order from Oklahoma Bankers' Association, 611 Colcord Building, Oklahoma City, Oklahoma 73102.)

7. "Know Your Money," Treasury Department, U.S. Secret Service.

(NOTE: For sale by the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.)

8. "4000 Years of Banking." The National Cash Register Company, Dayton, Ohio.

B. Films

1. "Manage Your Money" (16mm., 14 min., color)
2. "Money Talks" (16mm., 20 min., b/w)

3. "Paying by Check" (16mm., 14 1/2 min., color)
4. "Pay to the Order Of" (16mm., 10 min.)
5. "Your Town" (16mm., 15 min., color)
6. "A Man to Know" (16mm., 13 1/2 min.)

(NOTE: The six films can be obtained free of charge by having your local banker contact Oklahoma Bankers' Association, 611 Colcord Building, Oklahoma City, Oklahoma 73102.)

USING BANKING SERVICES
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Bank--Institution allowed by a charter to handle financial functions

B. Checking account--Allows use of money by writing checks instead of using cash for purchases

C. Joint account--Savings or checking account shared by more than one person

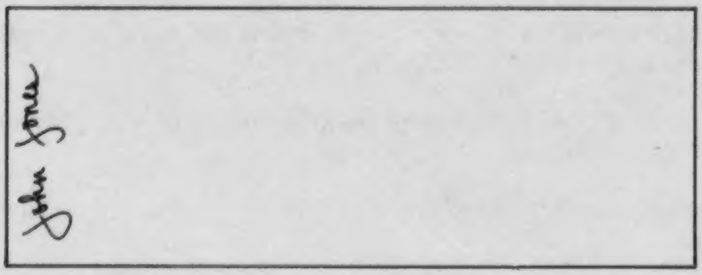
D. Bank statement--Monthly report of deposits, checks, and service charges

E. Cancelled check--Check that has been paid by the bank

F. Endorsement--Signature of person check is made out to on left and of back of check

(NOTE: You should sign your name in ink the same way it appears on the front of the check and write your name as it was misspelled; then, follow up with another signature with your name correctly spelled.)

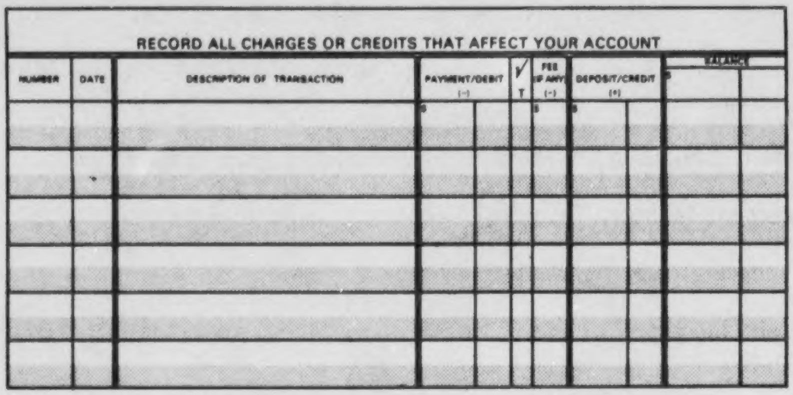
Example:



INFORMATION SHEET

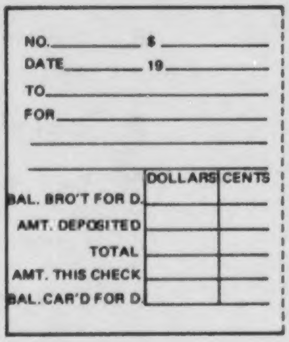
G. Check register--Portion of checkbook used for recording checks written, deposits made, and service charges; also used to calculate account balance

Examples:



RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)	✓ T	FEE IF ANY (−)	DEPOSIT/CREDIT (+)	BALANCE
			$		$	$	$



NO.________ $ __________

DATE________ 19__________

TO____________________

FOR____________________

	DOLLARS	CENTS
BAL. BRO'T FOR D.		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR D.		

H. Service charge--Fee charged by a bank for work involved in handling a checking account

I. Payee--Name of person or firm that is to receive payment; appears after printed words *PAY TO THE ORDER OF*

J. Clearinghouse--Place where banks exchange checks drawn on each other (Transparency 1)

(NOTE: This is part of the Federal Reserve system.)

K. FDIC (Federal Deposit Insurance Corporation)--Government service paid for by banks to protect accounts

L. Reconciliation--Agreement of your checkbook balance and bank statement (Assignment Sheet #2)

II. Bank functions

A. To receive deposits of money

B. To make loans

C. To pay interest

D. To transfer money

INFORMATION SHEET

III. Banking services

A. Checking accounts--Deposits are made from businesses and individuals from which money is paid out when checks are written

B. Savings accounts--Deposits are made from businesses and individuals, interest is paid by bank on balance

C. Special checks--Checks available for use instead of a personal check

Examples: Bank draft, certified check, cashier's check, money order, traveler's check

(NOTE: A fee is usually charged for handling bank drafts and special services.)

D. Loans--Money borrowed by consumer with the promise to pay back the full amount plus interest over a certain amount of time

E. Sale of government bonds--United States government bonds are made available for purchase

(NOTE: Banks will also cash bonds before or upon maturity. Banks can serve as brokers for purchase and sale of corporation stocks and bonds.)

F. Safe-deposit boxes--Rental space in vault of bank providing protection against burglary and fire for valuables that cannot be safely kept in the home or in the business office

(NOTE: A customer who rents a box is given a key to the box; the bank has a master key. Both keys are necessary to unlock the box; neither one alone will unlock it. A bank cannot open a private safe-deposit box except upon the order of a court.)

G. Trust functions--Managing of wealth for the benefit of others, handling an estate for the persons entitled to it, or dividing it among these people according to law

H. Financial and tax advice--Service to help customers invest money and give advice on tax problems

I. Travel service--Service to help customers obtain tickets, foreign money, and credit

J. Bank club--Provides extra services for customers for a set fee

Examples: Unlimited checking, automatic coverage for overdrafts, free money order service

INFORMATION SHEET

IV. Opening a checking account

- A. Fill out information form
- B. Sign a signature card

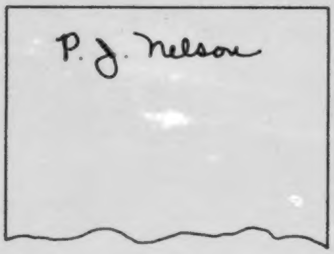
  (NOTE: The signature card is used by the bank to verify the signatures on all checks written by the depositor.)
- C. Fill out a deposit slip showing the amount of the first deposit
- D. Receive blank checks

V. Advantages of a checking account

- A. Offers a convenient way to pay bills
- B. Provides a more economical way to pay bills through the mail rather than making a trip to places where accounts are to be paid
- C. Provides a record of money spent, deposits, and bank balances
- D. Protects money from theft or loss
- E. May provide proof of payment and serve as a receipt
- F. Helps credit standing
- G. Services as a credit reference

VI. Check endorsements

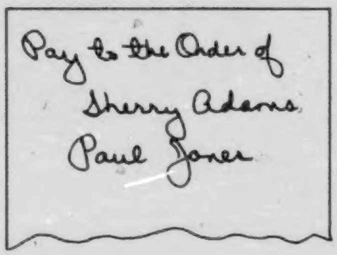
- A. Blank endorsement--Consists only of the signature of the endorser, making the check payable to anyone who presents it at the bank



INFORMATION SHEET

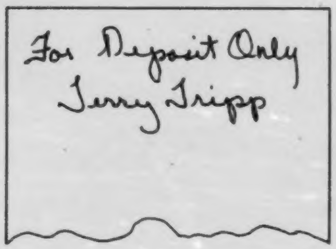
B. Special endorsement--Used to make sure that no one but the payee can cash the check when it is transferred to a person or business; includes not only the endorser's signature but also the name of the person to whom the check is being transferred

Example: Two-party check



Pay to the Order of
Sherry Adams
Paul Jones

C. Restrictive endorsement--Includes not only the endorser's signature, but also special directions which limit the use of the check



For Deposit Only
Terry Tripp

VII. How to stop payment on a check

(NOTE: Once in a great while you may not want the bank to pay a check that you have already mailed or given to someone. If a check is lost or stolen, it is wise to place a stop payment order on that check number.)

A. Telephone or go to bank and explain problem

B. Follow up with a letter or fill in a bank form prepared for this purpose

(NOTE: If the bank has not already cashed the check, it will put a signal on your account record and will not pay the check.)

VIII. Items that should be included on a check (Assignment Sheet #1)

A. Check number

B. Date

C. Payee's name

INFORMATION SHEET

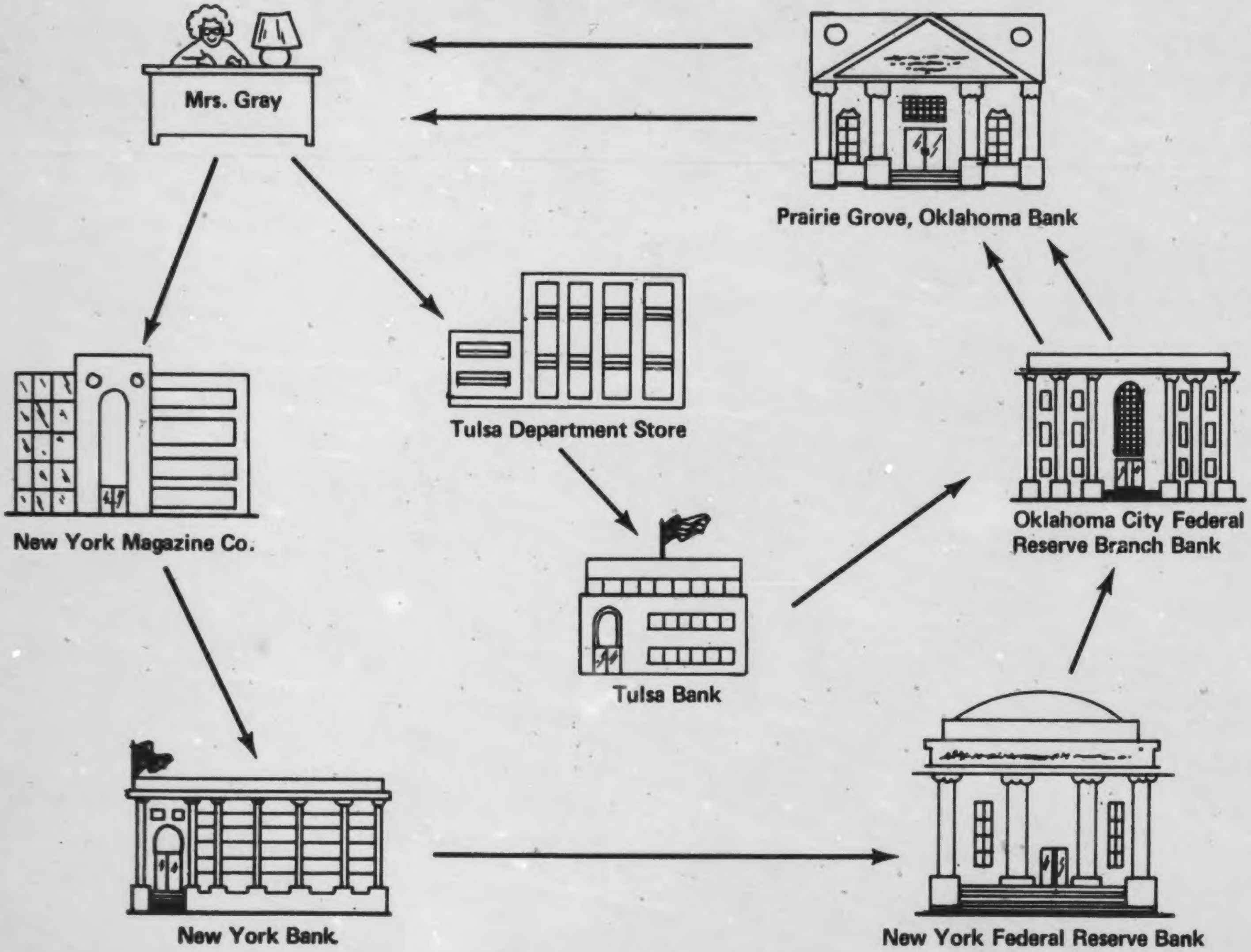
D. Amount in figures

E. Amount in words

F. Signature

G. Purpose

Clearing Checks


Mrs. Gray
Prairie Grove, Oklahoma Bank
Tulsa Department Store
New York Magazine Co.
Oklahoma City Federal Reserve Branch Bank
Tulsa Bank
New York Bank
New York Federal Reserve Bank

TM 1

HE II - 13-H

USING BANKING SERVICES
UNIT I

ASSIGNMENT SHEET #1--WRITE A CHECK AND A DEPOSIT SLIP

NAME ______________________________ SCORE ______________

Writing checks to pay for purchases and to pay bills has become common practice among consumers. It doesn't take a financial genius to handle a checking account successfully, but you do need to be careful and systematic.

You have been chosen treasurer of your local drama club. It is your responsibility to handle club money, keep accurate records of money spent and deposits, pay all bills, and keep an accurate record of cash on hand. Keep the following rules in mind as you complete this assignment.

1. Number your checks in order.
2. Write your checks so that they are clear; use ink or a typewriter.
3. Use the date on which the check is written.

   (NOTE: Banks will accept checks dated on Sundays or holidays. It is not good practice to date checks ahead [postdate], planning to make a deposit before the check clears.)

4. Write the name of the person or firm to receive the payment right after the printed words, *PAY TO THE ORDER OF*.

   (NOTE: If there is a space after the name of the payee, put in a dash to fill up the line. If you want to withdraw money from your own account, write in your name.)

5. Begin next to the dollar sign and write the amount of the check in numbers.
6. Write as far to the left as possible in the space given for the amount to be paid; write the amount in words.

   (NOTE: Fill in any unused space with a line. This way no one can add a word and, thus, raise the amount of the check.)

7. Sign your name at the bottom of the check in ink just as you did on the bank's signature card.

   (CAUTION: Write your signature only after the whole check has been filled in. NEVER SIGN A BLANK CHECK. If you lose a signed blank check, someone else could easily fill it in and use it.)

8. Avoid crossing out, erasing, or changing any part of a check.

   (NOTE: If you make a mistake, tear up the check and write another one. Remember to void the check on the register when this is done.)

9. Indicate what the check is for to help you keep track of such information.

ASSIGNMENT SHEET #1

The checking account balance of the club before writing the first check is $229.25. Use the dates given below. Write in ink. Use the blank checks, check stubs, and deposit slips provided on following pages to complete this assignment. Be sure to balance the checkbook each time you write a check or make a deposit.

Check #173 to Thayer's Department Store for tablecloths for a Christmas party for $17.55. Date it Dec. 10.

Check #174 to the Melody Mart for record album for $4.98. Date it Dec. 12.

Record on stub #175 deposit made Dec. 15 of $56.41 for dues.

Check #175 to Jones' Variety Store for decorations and candles, $18.80. Date it Dec. 16.

Check #176 to Tom's Market for party refreshments for $32.99. Date it Dec. 17.

Check #177 to State Drama Club for dues of $30.00. Date it Dec. 18.

Check #178 to Peoples' Drug for film for $5.95. Date it Dec. 18.

Made deposit of $45.00 on Dec. 18 for dues. Record the deposit on stub #178.

NO. ________ $ ________
DATE ________ 19 ________
TO ________
FOR ________

	DOLLARS	CENTS
BAL. BRO'T FOR D.		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR D.		

HOME TOWN DRAMA CLUB 173

88-2398
1119

________ 19____

PAY TO THE ORDER OF ________ $ ________

________ DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

MEMO ________ ________

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

NO. ________ $ ________
DATE ________ 19 ________
TO ________
FOR ________

	DOLLARS	CENTS
BAL. BRO'T FOR D.		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR D.		

HOME TOWN DRAMA CLUB 174

88-2398
1119

________ 19____

PAY TO THE ORDER OF ________ $ ________

________ DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

MEMO ________ ________

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

ASSIGNMENT SHEET #1

NO.__________ $ __________

DATE__________ 19__________

TO____________________

FOR____________________

	DOLLARS	CENTS
BAL. BRO'T FOR D.		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR D.		

175

HOME TOWN DRAMA CLUB

88-2398
1119

__________ 19____

PAY TO THE ORDER OF ____________________ $__________

______________________________ DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

MEMO____________________ ____________________

⑆1119⑉2398⑆ ⑈214⑉231⑉7⑈

NO.__________ $ __________

DATE__________ 19__________

TO____________________

FOR____________________

	DOLLARS	CENTS
BAL. BRO'T FOR D.		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR D.		

176

HOME TOWN DRAMA CLUB

88-2398
1119

__________ 19____

PAY TO THE ORDER OF ____________________ $__________

______________________________ DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

MEMO____________________ ____________________

⑆1119⑉2398⑆ ⑈214⑉231⑉7⑈

ASSIGNMENT SHEET #1

NO.__________ $__________
DATE__________ 19__________
TO____________________
FOR____________________

	DOLLARS	CENTS
BAL. BRO'T FOR D.		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR D.		

177

HOME TOWN DRAMA CLUB

88-2398
1119

__________ 19____

PAY TO THE
ORDER OF ____________________ $__________

____________________ DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

MEMO____________________ ____________________

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

NO.__________ $__________
DATE__________ 19__________
TO____________________
FOR____________________

	DOLLARS	CENTS
BAL. BRO'T FOR D.		
AMT. DEPOSITED		
TOTAL		
AMT. THIS CHECK		
BAL. CAR'D FOR D.		

178

HOME TOWN DRAMA CLUB

88-2398
1119

__________ 19____

PAY TO THE
ORDER OF ____________________ $__________

____________________ DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

MEMO____________________ ____________________

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

ASSIGNMENT SHEET #1

CHECKING ACCOUNT DEPOSIT TICKET

HOME TOWN DRAMA CLUB

DATE______________________ 19____

CASH	CURRENCY		
	COIN		
CHECKS			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

[redacted]

86-143
1031

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

HOME TOWN BANK
Your Town, Oklahoma

⑈0 606 269⑈

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS BANK'S COLLECTION AGREEMENT

CHECKING ACCOUNT DEPOSIT TICKET

HOME TOWN DRAMA CLUB

DATE 19

CASH	CURRENCY		
	COIN		
CHECKS			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

[redacted]

86-143
1031

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

HOME TOWN BANK
Your Town, Oklahoma

⑈0 606 269⑈

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE TERMS AND CONDITIONS OF THIS BANK'S COLLECTION AGREEMENT

ASSIGNMENT SHEET #1

HE II - 23-H

USING BANKING SERVICES
UNIT I

ASSIGNMENT SHEET #2--RECONCILE A BANK STATEMENT

NAME ______________________ SCORE ____________

At regular intervals, usually monthly, a bank mails to the depositor a checking account report of deposits and checks. This is called a *bank statement*. Along with the statement, the bank returns the checks it has paid for the depositor. These paid checks are called *cancelled checks* because the bank stamps or punches them to show that they have been paid.

It is good business practice to compare the bank statement with the entries on the check stubs or check register to be sure there are no mistakes. This process is called *reconciling the bank statement.* The purpose of reconciling the bank statement is to see whether the checkbook balance is correct on the date on which the reconciliation is made and to detect errors, if any, in the bank statement. It is the depositor's responsibility to reconcile the bank balance and to report any mistakes to the bank immediately.

Here's how to reconcile a bank statement:

1. Sort the cancelled checks by number or date issued. Check them off in your register and on the bank statement.
2. Make a list of all checks that you have written but that were not paid by the time the statement was prepared (outstanding checks), the amounts, and the service charges, if any. Subtract this amount from the balance on the statement.
3. Add to this any deposits you have made which were not received by the time the statement was prepared. The result is your true balance.
4. Compare this balance with that in your checkbook register.
5. Make corrections in your checkbook register, if necessary.

Using the bank statement and form on the next page, and the checks from Assignment Sheet #1, reconcile the statement.

ASSIGNMENT SHEET #2

BANK STATEMENT

Date of Statement--Dec. 28, 1980

CHECKS IN DETAIL	DEPOSITS	DATE	NEW BALANCE
BALANCE BROUGHT FORWARD		25 Nov. '80	$229.25
-17.55		11 Dec. '80	211.70
- 4.98		13 Dec. '80	206.72
	+56.41	15 Dec. '80	263.13
-18.80		17 Dec. '80	244.33
-30.00 -5.95		20 Dec. '80	208.38
	+45.00	21 Dec. '80	253.38
- .50sc		25 Dec. '80	252.88

Dec. 28, 19 80

CHECKS OUTSTANDING

(Written but not shown on statement)

Check Number	Amount	
Total		

THIS FORM WILL HELP
YOU BALANCE YOUR
BANK STATEMENT

BANK BALANCE $ ______

(Shown on this statement)

ADD +

DEPOSITS MADE $ ______

(But not shown on this statement) ______

______

TOTAL $ ______

SUBTRACT –

→ CHECKS OUTSTANDING $ ______

ACCOUNT CHARGES $ ______

BALANCE $ ______

(Should agree with checkbook after subtracting any charges shown on this statement)

USING BANKING SERVICES
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

Check stub #173: Balance brought forward--$211.70

Check stub #174: Balance brought forward--$206.72

Deposit on stub #175: Balance brought forward--$263.13

Check stub #175: Balance brought forward--$244.33

Check stub #176: Balance brought forward--$211.34

Check stub #177: Balance brought forward--$181.34

Check stub #178: Balance brought forward--$175.39

Deposit on stub #178: Balance brought forward--$220.39

Assignment Sheet #2

Dec. 28, 19 80

CHECKS OUTSTANDING
(Written but not shown on statement)

Check Number	Amount	
#176	$32	99
Total	$32	99

THIS FORM WILL HELP YOU BALANCE YOUR BANK STATEMENT

BANK BALANCE *(Shown on this statement)* $ 252.88

ADD + DEPOSITS MADE *(But not shown on this statement)* $ 0

TOTAL $ 252.88

SUBTRACT – CHECKS OUTSTANDING $ 32.99

ACCOUNT CHARGES $

BALANCE $ 219.39
(Should agree with checkbook after subtracting any charges shown on this statement)

USING BANKING SERVICES
UNIT I

TEST

NAME ______________________________ SCORE __________________________

1. Match terms associated with using banking services to the correct definitions. Place the correct numbers in the blanks provided.

______a. Savings or checking account shared by more than one person

______b. Check that has been paid by the bank

______c. Place where banks exchange checks drawn on each other

______d. Portion of checkbook used for recording checks written, deposits made, and service charges; also used to calculate account balance

______e. Name of person or firm that is to receive payment; appears after printed words *PAY TO THE ORDER OF*

______f. Signature of person check is made out to on left end of back of check

______g. Government service paid for by banks to protect accounts

______h. Agreement of your checkbook balance and bank statement

______i. Monthly report of deposits, checks, and service charges

______j. Institution allowed by a charter to handle financial functions

______k. Allows use of money by writing checks instead of using cash for purchases

______l. Fee charged by a bank for work involved in handling a checking account

1. Service charge
2. FDIC (Federal Deposit Insurance Corporation)
3. Endorsement
4. Payee
5. Joint account
6. Checking account service
7. Reconciliation
8. Cancelled check
9. Bank
10. Clearinghouse
11. Bank statement
12. Check register

2. Name two bank functions.

a. ______________________________

b. ______________________________

3. Match banking services to the correct descriptions/definitions. Place the correct numbers in the blanks provided.

______a. Deposits are made from businesses and individuals; interest is paid by bank on balance

______b. Rental space in vault of bank providing protection against burglary and fire for valuables that cannot be safely kept in the home or in the business office

______c. Service to help customers obtain tickets, foreign money, and credit

______d. Managing of wealth for the benefit of others, handling an estate for the persons entitled to it, or dividing it among these people according to law

______e. Deposits are made from businesses and individuals from which money is paid out when checks are written

______f. Service to help customers invest money and give advice on tax problems

______g. Money borrowed by consumer with the promise to pay back the full amount plus interest over a certain amount of time

______h. Checks available for use instead of a personal check

______i. United States government bonds are made available for purchase

______j. Provides extra services for customers for a set fee

1. Checking accounts
2. Savings accounts
3. Special checks
4. Loans
5. Sale of government bonds
6. Safe-deposit boxes
7. Trust functions
8. Financial and tax advice
9. Travel service
10. Bank club

4. Arrange in order the steps involved in opening a checking account. Place a "1" in front of the first step, a "2" in front of the second step, and so on.

______a. Receive blank checks

______b. Sign a signature card

______c. Fill out a deposit slip showing the amount of the first deposit

______d. Fill out information form

5. Name four advantages of a checking account.

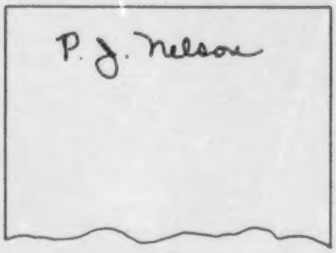
a. ______________________________

b. ______________________________

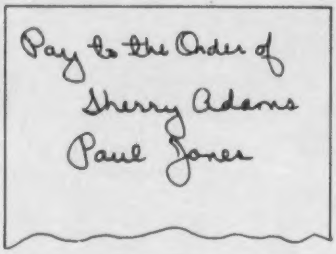
c. ______________________________

d. ______________________________

6. Identify kinds of check endorsements. Place the correct numbers in the blanks provided.

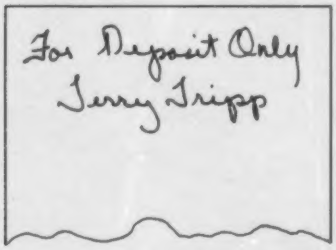


P. J. Nelson



Pay to the Order of
Sherry Adams
Paul Jones

a. ______________ b. ______________



For Deposit Only
Terry Tripp

c. ______________

1) Consists only of the signature of the endorser, making the check payable to anyone who presents it at the bank

2) Includes not only the endorser's signature, but also special directions which limit the use of the check

3) Used to make sure that no one but the payee can cash the check when it is transferred to a person or business; includes not only the endorser's signature but also the name of the person to whom the check is being transferred

7. Explain how to stop payment on a check.

____

____

____

____

8. Select from the following list items that should be included on a check. Mark each correct answer with an "X."

_____a. Check number

_____b. Date

_____c. Checking account balance

_____d. Amount in figures

_____e. Signature

_____f. Payee's name

_____g. Purpose

_____h. Bank address

9. Write a check and a deposit slip.

10. Reconcile a bank statement.

(NOTE: If activities 9 and 10 have not been finished before the test, ask the instructor when they should be completed.)

USING BANKING SERVICES
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. (24 points)

   a. 5
   b. 8
   c. 10
   d. 12
   e. 4
   f. 3
   g. 2
   h. 7
   i. 11
   j. 9
   k. 6
   l. 1

2. (2 points)

   Any two of the following:

   a. To receive deposits of money
   b. To make loans
   c. To pay interest
   d. To transfer money

3. (20 points)

   a. 2
   b. 6
   c. 9
   d. 7
   e. 1
   f. 8
   g. 4
   h. 3
   i. 5
   j. 10

4. (8 points)

   a. 4
   b. 2
   c. 3
   d. 1

5. (4 points)

   Any four of the following:

   a. Offers a convenient way to pay bills

   b. Provides a more economical way to pay bills through the mail rather than making a trip to the places where accounts are to be paid

   c. Provides a record of money spent, deposits, and bank balances

   d. Protects money from theft or loss

   e. May provide proof of payment and serve as a receipt

   f. Helps credit standing

   g. Serves as a credit reference

6. (6 points)

   a. 1

   b. 3

   c. 2

7. (5 points)

   Explanation should include:

   a. Telephone or go to bank and explain problem

   b. Follow up with a letter or fill in a bank form prepared for this purpose

8. (16 points)

   a, b, d, e, f, g

9. Evaluated to the satisfaction of the instructor (30 points)

10. Evaluated to the satisfaction of the instructor (35 points)

ESTABLISHING CREDIT
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to establish credit. This knowledge will be evidenced by completion of the assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with establishing credit to the correct definitions.
2. Name types of credit.
3. Name sources of credit.
4. Distinguish between advantages and disadvantages of using credit.
5. Name the six C's of credit.
6. Distinguish between tpyes of sales credit.
7. Select from a list sound credit practices.
8. Select from a list factors that affect amount of interest.
9. Select from a list precautions for using credit.
10. Complete a sample credit application.
11. Evaluate credit rating.
12. Calculate cost of credit.

ESTABLISHING CREDIT
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Order films, filmstrips or other materials planned to supplement unit.

   B. Provide student with objective sheet.

   C. Provide student with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Adapt materials for special needs students.

   G. Supplement unit with information from "Consumer Handbook to Credit Protection Laws." This December, 1978, pamphlet is available from Board of Governors of the Federal Reserve System, Washington, D.C. 20551.

   H. Arrange for resource people to visit and field trips to lending agencies and credit bureau. Ask loan officer to discuss loans and the cost involved to both borrower and lender.

      (NOTE: More interest in unit content may be aroused when field trips are taken before the unit begins!)

   I. Place objectives on pieces of poster board representing money, coins, and credit cards.

   J. Survey community for types of credit available. What types are available to students?

      (NOTE: Work in groups to complete Assignment Sheet #1 or invite resource people to serve on panel.)

   K. Invite attorney to speak about legal implications of overextending credit and bankruptcy.

   L. Give test.

   M. Reteach if necessary.

II. Instructional materials:

   A. Objective sheet

   B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Complete a Sample Credit Application
2. Assignment Sheet #2--Evaluate Credit Rating
3. Assignment Sheet #3--Calculate Cost of Credit

D. Answers to assignment sheet

E. Test

F. Answers to test

III. Unit references:

A. Allen, Cliff. *Practical Family Life.* Greenfield, Mass.: Channing L. Bete., Inc., 1977.

B. Landis, Paul H. *Your Marriage and Family Living.* 4th ed. New York: McGraw-Hill Book Company, 1977.

C. Oppenheim, Irene. *Consumer Skills.* Peoria, Illinois: Chas. A. Bennett, Inc., 1977.

D. Benson, Ann. *Home Economics II: Basic Core.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

E. Sawatzky, Joyce. *Family Living.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

F. Hodgens, Jim, and Myers, Leland. *Farm Business Management I.* Stillwater: Oklahoma State Department of Vocational and Technical Education/ Curriculum and Instructional Materials Center, 1979.

G. "Consumer Handbook to Credit Protection Laws." Board of Governors of the Federal Reserve System. Washington, D.C. December 1978.

IV. Films:

A. "Handling Credit Cards, " Color, 10 min., NEM. 15760 Ventura Blvd., Encino, California 91436.

(NOTE: Trains how to validate a credit card and warns of the dangers of carelessly validating credit cards.)

B. "There Ought To Be a Law." Color, 27 min., Betzer Productions, Inc., 450 E. Ohio Street, Chicago, IL 60611.

(NOTE: Explains the Uniform Consumer Credit Code and what protection it provides for consumers in Oklahoma buying and borrowing on credit.)

C. "To Your Credit." Color, 18 min., General Mills Inc., P.O. Box 1113, Minneapolis, Minnesota 55440.

(NOTE: Explains pressures, problems, and conflicts that can arise from poor household credit management.)

ESTABLISHING CREDIT
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Credit--System that allows payment at a later date

   B. Interest--Charges made for use of borrowed money

   C. Collateral--Property used as security for a loan

      Examples: Personal property owned, such as automobile, furniture, livestock, bonds or insurance policy

   D. Credit bureau--Place where credit histories may be obtained

   E. Credit rating--Evaluation of a person's record of payment

   F. Repossess--Lender taking back merchandise because of nonpayment

   G. Credit card--Plastic object provided by a company that allows customer to charge goods or services

   H. Cosigner--Individual needed to sign a loan contract in addition to person applying for the loan; becomes responsible for the loan if person applying for loan does not make payments

   I. Debt--Existing promise to pay in the future

   J. Simple interest--Charges made on original amount borrowed

   K. Compound interest--Charges made on present unpaid balance

      (NOTE: Interest is usually calculated on unpaid balance each month.)

   L. Principal--Original or remaining amount of money owed

      (NOTE: This does not include interest, or other charges.)

II. Types of credit

   A. Service credit

      Examples: Doctor, dentist, and utility bills

   B. Sales credit

      Examples: Regular charge accounts, revolving charge accounts, credit card account, installment account

   C. Cash loans

INFORMATION SHEET

III. Sources of credit

   A. Commercial bank

   B. Savings and loan association

   C. Life insurance company

   D. Credit union

   E. Finance company

   F. Retail merchant

   G. Pawnbroker

IV. Advantages and disadvantages of using credit

   A. Advantages

      1. Allows consumer to use goods while paying for them

      2. Establishes credit rating

      3. Helps consumer make major purchases

      (NOTE: Many people have difficulty setting aside money each month until they have the total purchase price of an item.)

      4. Allows consumer to meet financial emergencies

      5. Aids in recordkeeping and budgeting

      (NOTE: Recordkeeping and budgeting may become easier when one monthly payment is made. Also, receipts are convenient for tax purposes.)

      6. Eliminates the need to carry large amounts of cash

      7. Aids return of merchandise

      (NOTE: Money has not changed hands yet.)

      8. Allows consumer to take advantage of some bargains

   B. Disadvantages

   (NOTE: It is easier to buy now and pay later than it is to save for purchases; therefore, it can be said that credit weakens purchasing resistance.)

      1. Encourages impulse buying

      2. Can cause financial problems through overspending

INFORMATION SHEET

3. Causes goods to cost more

   (NOTE: Not only does interest affect the cost of an item, but prices include the cost of paperwork caused by those individuals who do not pay and additional costs to businesses.)

4. Overuse can result in poor credit rating

V. Six C's of credit

A. Character

   (NOTE: Determined by background in money matters, honesty, reliability, willingness to pay, and record of financial responsibilty.)

B. Capital

   (NOTE: Includes financial resources, such as equity in house, household goods [furniture, stereo], automobile, life insurance policy, and savings account.)

C. Capacity

   (NOTE: Judged by present and future income and current financial situation.)

D. Conditions

   (NOTE: Agreements must be satisfactory to both parties.)

E. Collateral

   (NOTE: Possessions used as security for debts must be of satisfactory value.)

F. Common sense

   (NOTE: Credit must be used wisely!)

VI. Types of sales credit

A. Regular charge account

1. Purchases are paid for within a specified period of time, such as 30-60-90 days
2. No extra charge is added unless payment is made after certain time
3. Billing is usually monthly

INFORMATION SHEET

B. Revolving charge account

  1. Maximum amount (line of credit) is established

     (NOTE: This amount is determined by credit record and income.)

  2. Monthly payments must be made on a portion of the balance

  3. Interest is charged on unpaid balance

  4. New purchases may be added up to the maximum amount

C. Installment account

(NOTE: These accounts are also available at banks.)

  1. Generally used for large purchases like appliances, furniture, and automobiles

  2. User signs a contract and agrees to make regular payments over a certain period of time

  3. Down payment is usually required

  4. Merchandise may be repossessed if payments are not made on time

VII. Sound credit practices

  A. Be selective in using credit

  B. Limit borrowing on nonessential items

  C. Know your own situation

  D. Keep debts in line with income and ability to repay

  E. Shop for credit and select a dependable lender

  F. Be businesslike, frank, and fair in credit dealings

VIII. Factors that affect amount of interest

  A. Economic conditions

  Example: During times of inflation the government may cause interest to increase in order to discourage consumer spending

  B. Credit rating

  C. Institution granting credit

INFORMATION SHEET

IX. Precautions for using credit

A. Always read the entire contract before you sign

(NOTE: If you do not understand even the small print obtain help in interpreting.)

B. Never sign a blank contract

C. Borrow only what you need

D. Pay back the amount as quickly as you can

(NOTE: Check penalties, if any, associated with prepayment.)

E. Try to borrow from a bank or a credit union and buy in cash, obtaining the best cash discount you can find

(NOTE: Banks or credit unions usually offer lower interest rates than finance companies.)

F. If you must borrow money for a purchase, seek the lowest priced loan you can find

(NOTE: The lowest priced loan may not be with the seller of the merchandise.)

G. Pay bills on time in order to become known as a good credit risk

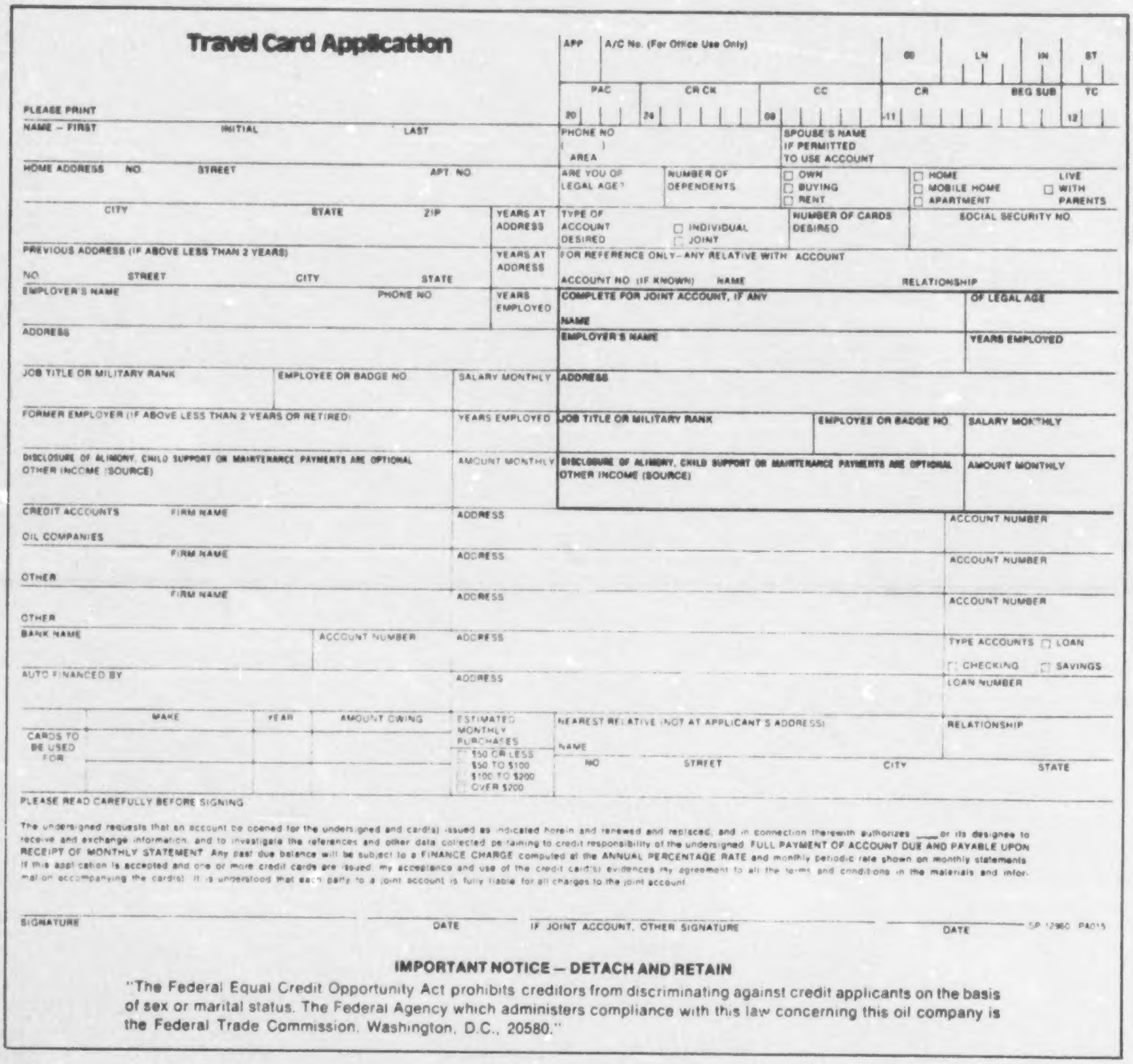
H. Use credit to meet emergencies, for necessities rather than luxuries, and for major items and durable goods that have benefits after payments are completed

ESTABLISHING CREDIT
UNIT II

ASSIGNMENT SHEET #1--COMPLETE A SAMPLE CREDIT APPLICATION

NAME ______________________________ SCORE ______________

When you apply for credit, you will probably be asked to fill out an application form like the one below. The Equal Credit Opportunity Act does not guarantee that you will be given credit, but it does guarantee that you cannot be denied credit because of your age (unless you are not of legal age in your state), sex, marital status, race, religion, national origin, or because you are on welfare or social security. Also, a creditor cannot discourage you from applying for a loan, refuse credit if you qualify, or give you credit under different terms than would be given to a person with similar income, expenses, credit record, and collateral. Keep this information in mind as you complete this sample credit application or when applying for a loan.



Travel Card Application

APP | A/C No. (For Office Use Only) | 00 | LN | IN | ST
PAC 20 | CR CK 24 | CC 09 | CR 11 | BEG SUB | TC 12

PLEASE PRINT

NAME – FIRST | INITIAL | LAST
PHONE NO ( ) AREA
SPOUSE'S NAME IF PERMITTED TO USE ACCOUNT
HOME ADDRESS NO. | STREET | APT. NO.
ARE YOU OF LEGAL AGE?
NUMBER OF DEPENDENTS
☐ OWN ☐ BUYING ☐ RENT
☐ HOME ☐ MOBILE HOME ☐ APARTMENT
☐ LIVE WITH PARENTS
CITY | STATE | ZIP
YEARS AT ADDRESS
TYPE OF ACCOUNT DESIRED ☐ INDIVIDUAL ☐ JOINT
NUMBER OF CARDS DESIRED
SOCIAL SECURITY NO.
PREVIOUS ADDRESS (IF ABOVE LESS THAN 2 YEARS)
NO. | STREET | CITY | STATE
YEARS AT ADDRESS
FOR REFERENCE ONLY—ANY RELATIVE WITH ACCOUNT
ACCOUNT NO. (IF KNOWN) | NAME | RELATIONSHIP
EMPLOYER'S NAME | PHONE NO.
YEARS EMPLOYED
ADDRESS
JOB TITLE OR MILITARY RANK | EMPLOYEE OR BADGE NO. | SALARY MONTHLY
FORMER EMPLOYER (IF ABOVE LESS THAN 2 YEARS OR RETIRED) | YEARS EMPLOYED
DISCLOSURE OF ALIMONY, CHILD SUPPORT OR MAINTENANCE PAYMENTS ARE OPTIONAL
OTHER INCOME (SOURCE) | AMOUNT MONTHLY

COMPLETE FOR JOINT ACCOUNT, IF ANY
NAME | OF LEGAL AGE
EMPLOYER'S NAME | YEARS EMPLOYED
ADDRESS
JOB TITLE OR MILITARY RANK | EMPLOYEE OR BADGE NO. | SALARY MONTHLY
DISCLOSURE OF ALIMONY, CHILD SUPPORT OR MAINTENANCE PAYMENTS ARE OPTIONAL
OTHER INCOME (SOURCE) | AMOUNT MONTHLY

CREDIT ACCOUNTS OIL COMPANIES | FIRM NAME | ADDRESS | ACCOUNT NUMBER
OTHER | FIRM NAME | ADDRESS | ACCOUNT NUMBER
OTHER | FIRM NAME | ADDRESS | ACCOUNT NUMBER
BANK NAME | ACCOUNT NUMBER | ADDRESS | TYPE ACCOUNTS ☐ LOAN ☐ CHECKING ☐ SAVINGS
AUTO FINANCED BY | ADDRESS | LOAN NUMBER
MAKE | YEAR | AMOUNT OWING
CARDS TO BE USED FOR
ESTIMATED MONTHLY PURCHASES ☐ $50 OR LESS ☐ $50 TO $100 ☐ $100 TO $200 ☐ OVER $200
NEAREST RELATIVE (NOT AT APPLICANT'S ADDRESS) | RELATIONSHIP
NAME
NO. | STREET | CITY | STATE

PLEASE READ CAREFULLY BEFORE SIGNING

The undersigned requests that an account be opened for the undersigned and card(s) issued as indicated herein and renewed and replaced, and in connection therewith authorizes ____ or its designee to receive and exchange information, and to investigate the references and other data collected pertaining to credit responsibility of the undersigned. FULL PAYMENT OF ACCOUNT DUE AND PAYABLE UPON RECEIPT OF MONTHLY STATEMENT. Any past due balance will be subject to a FINANCE CHARGE computed at the ANNUAL PERCENTAGE RATE and monthly periodic rate shown on monthly statements if this application is accepted and one or more credit cards are issued. My acceptance and use of the credit card(s) evidences my agreement to all the terms and conditions in the materials and information accompanying the card(s). It is understood that each party to a joint account is fully liable for all charges to the joint account.

SIGNATURE | DATE | IF JOINT ACCOUNT, OTHER SIGNATURE | DATE

SP 12960 PA015

IMPORTANT NOTICE — DETACH AND RETAIN

"The Federal Equal Credit Opportunity Act prohibits creditors from discriminating against credit applicants on the basis of sex or marital status. The Federal Agency which administers compliance with this law concerning this oil company is the Federal Trade Commission, Washington, D.C., 20580."

ESTABLISHING CREDIT
UNIT II

ASSIGNMENT SHEET #2--EVALUATE CREDIT RATING

NAME ______________________________ SCORE ______________

Your credit rating is a valuable asset. The credit bureau does not actually rate a person's credit. They simply pass on the information they have received, and the inquiring business makes its own decision.

Take this sample test to see how you rate. Decide how many points you should get for each item and total them to find your score.

Banks and other agencies that lend money have a way of rating those who apply for credit. Here is a standard form used by some banks.

The bank wishes to know the following:

Income
How long on present job ______________
Credit-experience ______________
Collateral available ______________
Down payment you can make on purchases ______________
____

From the following information fill out your credit rating above.

Income per Week	**Points**
Under $100	0
$101 to $200	150
Over $200	200
Spouse employed and earning wages	50
Length of Time on Job	
Less than a year	0
One to four years	100
Four to ten years	150
Over ten years	250
Credit Experience	
None	0
Favorable for six months (one source)	250
Favorable for six months (from another source)	100
Good record from previous loans from bank	100
Unfavorable credit references	100
Down Payment You Can Make	
0 to 10%	0
10% to one-third	100
Over one-third	200

(A score of 600 will usually get you small loans.)

ASSIGNMENT SHEET #2

How did you rate?____

ESTABLISHING CREDIT
UNIT II

ASSIGNMENT SHEET #3--CALCULATE COST OF CREDIT

NAME ______________________________ SCORE ______________

Credit costs vary with different lenders. It pays to shop for credit as well as for goods and services. What you will have to pay for credit depends on the rate of interest, how long you take to repay, and whether there are additional charges for getting the credit. Usually, credit costs increase with higher interest rates, longer time payments, and additional charges.

To calculate interest costs on a loan, use the following formula:

PRINCIPAL x INTEREST RATE x TIME = INTEREST COST

Examples: Sam has borrowed $1,200 for one year with an 18 percent interest rate. This money will be used to remodel the kitchen in his home.

$1,200 x .18 x 1 = $\underline{\$216.00}$

To calculate interest costs on time payments, use the following formula:

MONTHLY PAYMENTS x NUMBER OF PAYMENTS – ORIGINAL PRICE = INTEREST COST

Example: Sarah's monthly payments for a new clock radio are $12.25 monthly for six months. The original price of the radio is $60.00.

$12.25 x 6 = $73.50

$73.50 - $60.00 = $\underline{\$13.50}$

Use these formulas to solve the following problems.

1. Tom is moving into his own apartment in the fall. He has obtained a $1,000.00 loan for one year to help with expenses. The interest rate is 7 percent. What are the interest costs of this loan?

   Calculate in the space below:

   Answer: ______________________

ASSIGNMENT SHEET #3

2. Julie is thinking about buying a stereo. She wants to borrow $500.00 for 6 months at 18 percent interest. What are the interest costs of this note?

   Calculate in the space below:

   Answer:______________________________

3. Jim is purchasing a citizens band radio. The original price is $300.00. Monthly payments are $19.24 for 20 months. What are the interest costs on this purchase?

   Calculate in the space below:

   Answer:______________________________

4. Susie is purchasing a winter coat. The original price is $100.00. Monthly payments are $18.15 for 7 months. What are the interest costs on this purchase?

   Calculate in the space below:

   Answer:______________________________

ESTABLISHING CREDIT
UNIT II

ANSWERS TO ASSIGNMENT SHEET

Assignment Sheet #3

1. \$1,000 x .07 x 1 (or 12/12) = \$70.00
2. \$500.00 x .18 x .5 (or 6/12) = \$45.00
3. (\$19.24 x 20 months) - \$300.00 = \$84.80
4. (\$18.15 x 7 months) - \$100.00 = \$27.05

ESTABLISHING CREDIT
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with establishing credit to the correct definitions. Place the correct numbers in the blanks provided.

______a. Charges made on present unpaid balance

______b. Individual needed to sign a loan contract in addition to person applying for the loan; becomes responsibile for the loan if person applying for the loan does not make payments

______c. Plastic object provided by a company that allows customer to charge goods or services

______d. Existing promise to pay in the future

______e. System that allows payment at a later date

______f. Property used as security for a loan

______g. Place where credit histories may be obtained

______h. Charges made for use of borrowed money

______i. Evaluation of a person's record of payment

______j. Lender taking back merchandise because of nonpayment

______k. Charges made on original amount borrowed

______l. Original or remaining amount of money owed

1. Credit rating
2. Credit
3. Repossess
4. Cosigner
5. Interest
6. Debt
7. Credit card
8. Collateral
9. Simple interest
10. Credit bureau
11. Compound interest
12. Principal

2. Name types of credit.

a. ____

b. ____

c. ____

3. Name two sources of credit.

   a. ____

   b. ____

4. Distinguish between advantages and disadvantages of using credit. Place an "A" before advantages and a "D" before disadvantages in the blanks provided.

   ______a. Eliminates the need to carry large amounts of cash

   ______b. Allows consumer to use goods while paying for them

   ______c. Encourages impulse buying

   ______d. Aids return of merchandise

   ______e. Causes goods to cost more

   ______f. Allows consumer to take advantage of some bargains

   ______g. Aids in recordkeeping and budgeting

   ______h. Helps consumer make major purchases

   ______i. Can cause financial problems through overspending

   ______j. Allows consumer to meet financial emergencies

   ______k. Establishes credit rating

5. Name the six C's of credit.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

   f. ____

6. Match types of sales credit to the correct descriptions. An answer may be used more than once.

______a. Interest is charged on unpaid balance

______b. Down payment is generally required

______c. Billing is usually monthly

______d. No extra charge is added unless payment is made after certain time

______e. User signs a contract and agrees to make regular payments over a definite period of time

______f. Monthly payments must be made on a portion of the balance

______g. Merchandise may be repossessed if payments are not made on time

______h. Maximum amount (line of credit) is established

______i. Purchases are paid for within a specified period of time, such as 30-60-90 days

1. Regular charge account
2. Revolving charge account
3. Installment account

7. Select from the following list sound credit practices. Mark each correct answer with an "X."

______a. Shop for credit and select a dependable lender

______b. Know your own situation

______c. Limit borrowing on nonessential items

______d. Be selective in using credit

8. Select from the following list factors that affect amount of interest. Mark each correct answer with an "X."

______a. Economic conditions

______b. Age and marital status

______c. Race and sex

______d. Institution granting credit

______e. State of health

_____f. Credit rating

_____g. Type of job

_____h. Salary

9. Select from the following list precautions for using credit. Mark each correct answer with an "X."

_____a. Borrow only what you need

_____b. Pay bills on time in order to become known as a good credit risk

_____c. Read most of the contract before you sign

_____d. Use credit to purchase luxuries and consumable items

_____e. If you must borrow money for a purchase, seek the lowest priced loan you can find

_____f. Choose the longest pay-back terms allowed

_____g. Sign a blank contract if the loan agency is reputable

_____h. Try to borrow from a bank or a credit union and buy in cash, obtaining the best cash discount you can find

10. Complete a sample credit application.

11. Evaluate credit rating.

12. Calculate cost of credit

(NOTE: If activities 10-12 have not been finished before to the test, ask your instructor when they should be completed.)

ESTABLISHING CREDIT
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. (24 points)

   a. 11
   b. 4
   c. 7
   d. 6
   e. 2
   f. 8
   g. 10
   h. 5
   i. 1
   j. 3
   k. 9
   l. 12

2. (3 points)

   a. Service credit
   b. Sales credit
   c. Cash loans

3. (2 points)

   Any two of the following:

   a. Commercial bank
   b. Savings and loan association
   c. Life insurance company
   d. Credit union
   e. Finance company
   f. Retail merchant
   g. Pawnbroker

4. (22 points)

   a. A

   b. A

   c. D

   d. A

   e. D

   f. A

   g. A

   h. A

   i. D

   j. A

   k. A

5. (6 points)

   a. Character

   b. Capital

   c. Capacity

   d. Conditions

   e. Collateral

   f. Common sense

6. (18 points)

   a. 2

   b. 4

   c. 1

   d. 1

   e. 4

   f. 2

   g. 4

   h. 2

   i. 1

7. (8 points)

   a, b, c, d

8. (16 points)

   a, d, f

9. (16 points)

   a, b, e, h,

10. Evaluated to the satisfaction of the instructor (10 points)

11. Evaluated to the satisfaction of the instructor (10 points)

12. Evaluated to the satisfaction of the instructor (15 points)

BUYING PRACTICES
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to demonstrate characteristics of a wise shopper. This knowledge will be evidenced by completion of assignment sheets and unit test with a minimum of 85 percent accuracy.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with buying practices to the correct definitions.
2. Select from a list characteristics of a wise shopper.
3. Select from a list factors that affect consumer spending.
4. Name consumer questions to answer before deciding to buy.
5. Arrange in order steps in the decision-making process.
6. Name kinds of shopping facilities.
7. Match consumer buying guides to correct descriptions.
8. Name advantages of advertising for the consumer.
9. Match types of consumer fraud to the correct descriptions.
10. Name sources of consumer protection.
11. Select from a list information required on a written contract.
12. Discuss precautions in signing contracts.
13. Discuss how a contract becomes defective.
14. Arrange in order steps in making a consumer complaint.
15. Determine personal values.
16. Consider consumer choices.
17. Survey consumer buying habits.
18. Distinguish between planned and impulse buying.
19. Evaluate advertising.
20. Evaluate a label.

21. Evaluate a warranty.

22. Interpret a written contract.

23. Plan strategy to avoid consumer fraud.

24. Evaluate a letter of complaint.

25. Identify agencies to handle complaints.

BUYING PRACTICES
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

   A. Order films, filmstrips, and games planned to supplement unit.

   B. Provide student with objective sheet.

   C. Provide student with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Adapt materials for special needs students.

   G. Invite a local business person such as a bank attorney, school attorney, or credit consultant to speak to the class about how business views consumers and their buying practices and about fraudulent business practices and how to avoid them.

   H. Encourage students to cut out newspaper and magazine articles relating to questionable business practices by small and large businesses in order to make a class scrapbook or bulletin board.

   I. Arrange for class to visit a small claims court or invite an attorney to speak to class concerning the legal rights of consumers.

   J. Have students collect free and inexpensive materials published by state and government consumer agencies, small claims courts, college and university consumer education departments, chambers of commerce, Better Business Bureau, and the Federal Trade Commission. Have a committee of students rank the publications in terms of how interesting and useful they are.

   (NOTE: Oklahoma teachers can obtain names and addresses of consumer state agencies, free and inexpensive material, and resource speakers by writing John McClure, Director of Educational Services; Department of Consumer Credit; B82, Jim Thorpe Building; Oklahoma City, Oklahoma 73105.)

   K. Arrange for students to teach a consumer education mini-unit to a younger class. Help them to present a skit or puppet play that makes consumer information interesting and memorable for younger students. Encourage them to write songs and to prepare additional materials to help them teach the unit.

   L. Reinforce Assignment Sheet #4 with creation of collages or bulletin board containing pictures and words that suggest both responsible and irresponsible behavior on the parts of buyers and sellers.

M. Collect advertisements, labels, warranties, and contracts for students to compare and use to complete assignment sheets.

N. Reinforce objective five and the decision-making process with the following activity. Divide the class into small groups so that the setting will be receptive for students to express their feelings and opinions. Each group is assigned the following task: "You are a group to design a capsule of consumer items. The capsule will be opened in 400 years. You are limited to 10 items. What will you include?"

O. Complete a comparison shopping activity by groups, selecting a particular item and determining its cost in all shopping facilities in local area.

P. Invite an attorney to discuss the legal responsibilities involved in signing a contract.

Q. Secure various contracts for students to complete Assignment Sheet #8.

R. Set up a filing system of warranties, labels and guarantees of appliances and equipment that have been purchased for the home economics department. This filing system can be used as an example for students. Discussion of the filing system should include reasons for filling out and sending in guarantees and warranties as well as the importance of keeping important information.

S. Invite resource person from the Better Business Bureau to discuss the importance of consulting them *before* purchasing.

T. Set up a box to hold "cents-off coupons." Have students clip coupons and share those they are not able to use with classmates via the box. Encourage students to use coupons when planning and making purchases.

U. Have students survey local area to identify local consumer protection agencies available.

V. Give test.

W. Reteach if necessary.

II. Instructional materials:

A. Objective sheet

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Determine Personal Values
2. Assignment Sheet #2--Consider Consumer Choices
3. Assignment Sheet #3--Survey Consumer Buying Habits
4. Assignment Sheet #4--Distinguish Between Planned and Impulse Buying

5. Assignment Sheet #5--Evaluate Advertising

6. Assignment Sheet #6--Evaluate a Label

7. Assignment Sheet #7--Evaluate a Warranty

8. Assignment Sheet #8--Interpret a Written Contract

9. Assignment Sheet #9--Plan Strategy to Avoid Consumer Fraud

10. Assignment Sheet #10--Evaluate a Letter of Complaint

11. Assignment Sheet #11--Identify Agencies to Handle Complaints

D. Answers to Assignment Sheets

E. Test

F. Answers to test

III. Unit references:

A. Warmke, Roman F.; Wyllie, Eugene D.; and Sellers, Beulah E. *Consumer Decision-Making*. 2nd ed. Cincinnati: South-Western Publishing Co., 1977.

B. Oppenheim, Irene. *Consumer Skills*. Peoria, Illinois: Chas. A. Bennett, Inc., 1977.

C. *The Butterick Consumer Education Series*. New York: Butterick Publishing, 1977.

D. Sawatzky, Joyce. *Family Living*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

IV. Additional references:

A. *Consumer Choice*. Filmstrip teaching kit, 1977. Available for purchase from The Proctor and Gamble Company, Educational Services, Cincinnati, Ohio 45201.

B. *Consumer Advertising*, 1977. Filmstrip teaching kit. Available for purchase from The Proctor and Gamble Company, Educational Services, Cincinnati, Ohio 45201.

C. *Consumer Reports*. Magazine subscription available for purchase from Consumer Reports, P.O. Box 1000, Orangeburg, New York 10962.

D. *Current Consumer*. Magazine subscription available for purchase from Curriculum Innovation Corp., 501 Bank Lane, Highwood, Illinois 6004

E. Multimedia teaching kits. Kits are a part of *The Butterick Consumer Education Series.* 1977. They can be purchased from Butterick Publishing, P.O. Box 1945, Altoona, PA 16603.

"The Consumer Process"

"The Planning Process"

"The Buying Process"

"The Legal Process"

"The Action Process"

V. Films:

A. "Consumer and the Supermarket," color, 15 min. Barr Films, 3490 E. Foothill Blvd., Pasadena, CA 91107.

(NOTE: Discusses pointers in selecting the best nutritional buy for your food dollar.)

B. "Consumer Education: Buying an Automobile," color, 14 min. Aims Instructional Media Services, 626 Justin Ave., Glendale, CA 91201.

(NOTE: This film deals with problems in buying a car.)

C. "How to Buy a Used Car," color, 15 min. Jam Handy School Service, Inc., 2781 E. Grand Blvd., Detroit, MI 48211.

(NOTE: Gives a process by which you can check a used car for soundness in three major areas.)

D. "I'll Buy That," color, 30 min. Roundtable Films, 113 North San Vincente Blvd., Beverly Hills, CA 90211.

(NOTE: This film presents basic information on how a person is convinced to agree to a sales proposition.)

E. "Label Logic," color, 20 min. Aims Instructional Media Services, 626 Justin Ave., Glendale, CA 91201.

(NOTE: This film indicates what the law requires on food and drug labels, and how to buy.)

F. "Read Before You Write," color, 7 min. FilmFair Communications, 10900 Ventura Blvd., Studio City, CA 91604.

(NOTE: A young couple considers a typical installment purchase and learns to examine a contract before they sign it.)

G. "Tommy's First Car." color, 11 min. FilmFair Communications, 10900 Ventura Blvd., Studio City, CA 91201.

(NOTE: Tommy's father gives some pointers on buying used cars and what to look for.)

BUYING PRACTICES
UNIT III

INFORMATION SHEET

I. Terms and definitions

   A. Impulse buying--Purchasing without thinking if items are needed

   B. Decision-making--Considering choices and deciding on the best one

   C. Values--Ideas, beliefs, and feelings that are important to us and influence what we do

      (NOTE: Values serve as guides in developing goals.)

   D. Goals--Aims which an individual works toward

   E. Short-term goals--Aims that are set for the near future

      Examples: Today, tomorrow, this week, this month

   F. Long-range goals--Aims that may not be reached for years

   G. Wants--Desires, NOT necessities

   H. Needs--Items one is unable to live without

      Examples: Food, clothing, shelter

   I. Resources--All the ways and/or means used to obtain needs and wants

      (NOTE: Resources are limited while wants may seem unlimited.)

   J. Alternatives--Any of two or more ideas from which a choice must be made

      (NOTE: The more skills and knowledge one has the more alternatives one has in decision-making.)

   K. Contract--Legal agreement between two or more parties; enforceable by law

   L. Fraud--Something that is said or done that deceives, tricks, or cheats a consumer

   M. Comparative buying--Securing information from several sources about quality, features, services, and cost of a product before purchase

INFORMATION SHEET

N. Rational appeal--Advertising that centers on logic by providing basic facts and information

O. Emotional appeal--Advertising that uses attitudes and excites people to buy even if it is not a logical purchase

(NOTE: In many advertisements, rational and emotional appeal overlaps.)

P. Swindle--Getting money or property from consumers under false pretenses

II. Characteristics of a wise shopper (Assignment Sheets #1-#9)

A. Realizes that buying involves making many kinds of choices

B. Determines values and goals

C. Distinguishes between wants and needs

D. Buys on a spending plan

E. Compares prices and stores

F. Uses consumer buying guides

Examples: Reads labels, learns standards and grades, evaluates advertisements and warranties, secures product information using *Consumer Report, Consumer's Research Magazine,* and *Changing Times*

(NOTE: The United States Government produces a wide variety of booklets for consumers. The main source for government booklets is the Consumer Information Center, Pueblo, Colorado 81009.)

III. Factors that affect consumer spending (Assignment Sheets #1, #2, and #3)

A. Family situation

Examples: Income, family size, life cycle stage, life-styles

B. Values (Assignment Sheet #1)

C. Peer influence

D. Changing social patterns

Examples: Some Americans are working fewer hours and have more leisure time; national trend for eating out and for convenience foods; trend toward more women in labor force

INFORMATION SHEET

E. Mood

F. Credit

G. Advertising (Assignment Sheet #5)

H. State of the economy

I. Attitudes about the future

(NOTE: We tend to spend more freely if we feel good about the future.)

IV. Consumer questions to answer before deciding to buy (Assignment Sheets #2 and #4)

(NOTE: Answering such questions tends to limit impulse buying, one of the main reasons for wrecked spending plans or budgets.)

A. Do I really need it? If so, why?

B. Is it worth the cost in terms of my effort to earn the money?

C. Is there a better use for the money?

D. Am I buying it to do as others do? To show off? To make someone envious? To make myself feel important?

E. If I must buy on credit, is it worth the extra money spent on credit?

V. Decision-making steps

(NOTE: Buying is always a matter of making decisions. Choices must be made between wants and needs, between one product and another of the same kind, between two entirely different kinds of products, or between spending your money now or saving it.)

A. State or define the problem; know what you have to make decision about

B. Get the facts

Examples: Advertisements, labels, warranties

C. Consider resources

Examples: Types of products, shopping facilities, sources of consumer protection

D. Consider alternatives

(CAUTION: Be sure to consider possible consequences of each alternative.)

INFORMATION SHEET

E. Relate problem to personal goals and values

F. Make a decision

G. Act

H. Evaluate the results

(NOTE: If problem is not solved, choose another alternative and repeat steps.)

VI. Shopping facilities

A. Retail stores

Examples: Department, specialty, variety, discount

B. Nonstore retailers

Examples: Direct door-to-door, mail order, vending machines

C. Cooperatives

(NOTE: A cooperative is formed by a group for the purpose of buying merchandise jointly at reduced prices.)

VII. Consumer buying guides (Assignment Sheets #5, #6, and #7)

(NOTE: These specific buying guides are a source of information and knowledge to consumers.)

A. Advertising--Method of informing consumers about products to sell goods and services

B. Brand names--Label given to a product to encourage people to ask for it again after using it the first time

C. Standards--Measures of quantity, weight, and extent

Examples: Pound, gram, foot, meter, gallon, liter, shirt and shoe sizes

D. Grades--Standards of quality

Examples: Grade A large eggs, grade A meats

E. Label--Provides information about a product

Examples: Brand name, nutritional information, ingredients, required government information

INFORMATION SHEET

F. Warranty--Promise that an article will function correctly for a certain amount of time or the seller must replace or repair the item

(NOTE: *Express warranties* are assurances of quality or a promise of performance by the seller. *Implied warranties* are obligations imposed by law. For example, the buyer has a right to expect that the article purchased will serve the purpose for which it is advertised. It is necessary in most instances to send a card in to the manufacturer before the product can be warranted.)

VIII. Advantages of advertising to the consumer (Assignment Sheet #5)

A. Educational value

B. Product information

C. Economic benefits

IX. Types of consumer fraud (Assignment Sheet #5)

A. Door-to-door fraud--Home sales of items like roofing, aluminum siding, lightning rods, paint, or magazines

(CAUTION: These people may appear at your door and say they were in the neighborhood and happened to notice that you are in need of roof repair . . . or they may pose as inspectors. These salespersons will offer all kinds of proof that you need certain items. Regardless of the method used, there will be strong pressure for you to sign a contract at once which usually requires a down payment or deposit. The verbal guarantees and promises will not be written in the contract. If you sign the contract, the worker may start the job and then disappear later or you may find the materials are of inferior quality. ALWAYS DO BUSINESS WITH AN ESTABLISHED BUSINESS WITH A GOOD REPUTATION. ALWAYS GET COMPETITIVE BIDS ON REPAIR OR FIX-UP JOBS.)

B. Deceptive pricing--Consumers are told this price is the "sale of the century"

(CAUTION: IT IS REALLY NO SALE AT ALL! IT PROBABLY WAS CHEAPER LAST WEEK!!)

C. Mail order fraud--Companies offering merchandise through the postal system

(CAUTION: Avoid some of the mail order problems by asking yourself: "Does the offer seem too good to be true? Does the company offer a money-back guarantee? Is the company known as a reliable one?")

D. Bait and switch--Advertising at a cut-rate price with no mention that only a few items are available at that price; lures customers into store for higher priced item

INFORMATION SHEET

E. Fictitious pricing/misrepresentation--Making false or exaggerated claims about the quality and performance of a product

Examples: Overstating the "manufacturer's suggested price" to convince the buyer that the advertised price is a special bargain

Advertising "50% off the regular price" when the seller has never sold the goods before

F. Unordered product--Sending items to person without their request, followed by a letter demanding payment

(NOTE: Consumers should know that they are under no obligation to pay for unordered products sent to them through the mail, nor must they return the merchandise.)

G. Contest fraud--Consumers are informed that they have "won" a prize when actually they must purchase something to obtain their prize

H. Earn-money-at-home fraud--Offers for persons to increase their income without leaving their residence

(CAUTION: If person is required to buy anything in order to qualify for work, BE SUSPICIOUS.)

I. Telephone fraud--Offers great savings to individuals through phone calls

X. Sources of consumer protection

A. Federal consumer agencies

Examples: Consumer Protection Agency, Department of Agriculture, Civil Aeronautics Board (CAB), Department of Commerce, Consumer Product Safety Commission (CPSC), Environmental Protection Agency (EPA), Federal Trade Commission (FTC), Government Printing Office (publications of interest to consumers are listed in the free pamphlet "Consumer Information"), Food and Drug Administration (FDA), Office of Consumer Affairs (OCA)

B. State and local consumer agencies

(NOTE: City and county health, welfare, fire, and police departments may assist with consumer problems. Local newspapers often give information as to where consumers can bet help. The Department of Consumer Credit, B82, Jim Thorpe Building, Oklahoma City, Oklahoma 73106 will also assist consumers.)

INFORMATION SHEET

C. Private sources

Examples: Consumers Federation of America (CFA), Consumers' Research, Inc. (publishes *Consumers' Research* magazine), Consumers Union of the United States, Inc., (publishes *Consumer Report*)

D. Seals of approval

Examples: Good Housekeeping, Underwriter's Laboratory

E. Professional associations

Examples: American Dental Association, American Home Economics Association, American Medical Association

F. Better Business Bureaus

XI. Information required on a written contract (Assignment Sheet #8)

(NOTE: Generally, there are two main types of contracts, oral and written. A contract should be written instead of oral when there is any chance for misunderstanding or disagreement between the parties or when a written contract is required by law.)

A. Date and place of agreement

B. Names and identification of parties entering into agreement

C. Statement of agreement covered by contract

D. Statement of money, services, or goods given in agreement

E. Signature of both parties or of legal agents

F. Signatures of witnesses when required by law

XII. Precautions in signing contracts

A. Read entire contract before you sign

(NOTE: Take contract home to read thoroughly or ask an attorney for advice.)

B. Ask for explanation of parts you do not understand

C. Make sure contract states all conditions and promises as you understand them

D. Do not accept your copy without signature of other party on contract

INFORMATION SHEET

E. Keep your copy of the contract in a safe place

F. Never sign a contract with blank lines

XIII. How a contract becomes defective

A. If there is fraud in the form of misrepresentation or concealment of vital facts

B. If a person makes an agreement as a result of threat or the use of violence

C. If there has been unnecessary and unfair influence and pressure to the extent that one person has not reached the agreement through their own judgment

XIV. Steps in making a consumer complaint (Assignment Sheet #10)

A. Return to place where you purchased the item or service and explain your problem in a factual manner

(NOTE: Most reputable stores, agencies, and service providers will try to help you.)

B. Write to the manufacturer if store is unable or unwilling to help you

(NOTE: Most libraries have references with the addresses of large manufacturers. Address your letter to the service department, a particular official if you can find the name of one, or just to the president of the company.)

C. Report action to correct agency if manufacturer is not helpful

Examples:

Agency	**Complaints Handled**
City & county consumer protection agencies	Fraud, sales deception, false advertising, other shopping complaints
State attorney general	As above, plus complaints concerned with possible criminal gyps and frauds. Also, violation of state credit regulations

INFORMATION SHEET

Agency	Complaints Handled
Consumer action lines Examples: Newspapers, toll-free numbers (NOTE: The directory assistance number for toll-free numbers is 1-800-555-1212.)	Any consumer complaint
Local Food & Drug Administration office (check phone book under U.S. Government)	Adulterated food, drugs, cosmetics. Mislabeling of same
Regional offices of Federal Trade Commission. Get addresses from FTC, Washington, D.C. 20580	Deceptive business practices, misleading or fraudulent ads involving interstate companies. Illegal credit practices. Misleading fabric care and content labeling
National Highway Traffic Safety Administration, Office of Public Affairs and Consumer Services, 400 Seventh St. S.W., Washington, D.C. 20590	Safety problems with cars, tires, motorcycles, children's car seats
Consumer Advocate, U.S. Postal Service, Rm. 5920, L'Enfant Plaza West S.W., Washington D.C. 20260	Postal service complaints, such as rude clerks, long service lines, lost or damaged packages
Office of Consumer Affairs, Civil Aeronatuics Board, 1825 Connecticut Ave., N.W., Washington, D.C. 20428	Problems involving air travel and shipments (domestic and international)
Office of Consumer Affairs, Dept. Health, Education and Welfare, 330 Independence Ave. S.W., Washington, D.C. 20201	Any type of problem which will either be handled directly or referred to the proper agency
Consumer Product Safety Commission, Washington, D.C. 20207	Unsafe products, including household appliances, housewares, dangerous packaging, garden tools, textile items, toys. 24-hour hotline available for serious complaints: continental U.S., except Md., 800 638-2666; Md., 800 492-2937

INFORMATION SHEET

Agency	Complaints Handled
Council of Better Business Bureaus, 1150 Seventeenth St., N.W., Washington, D.C. 20036	Misleading business practices, Fraudulent ads of national companies, other types of deception. Also, national fundraising gyps
Your local Better Business Bureau	Same as above, but involving local business complaints
Major Appliance Consumer Action Panel 20 N. Wacker Dr., Chicago, Ill. 60606	Problems with major appliances and repairs if dealer or manufacturer is not responsive

D. Consult legal advise if necessary

Examples: Private attorney; legal aid group; small claims court; city, county, or state prosecutor

BUYING PRACTICES
UNIT II

ASSIGNMENT SHEET #1--DETERMINE PERSONAL VALUES

NAME ________________________________ SCORE ______________

If you could buy anything in the world, where would you look first to help you make a good choice?

You would take a good look at yourself! The way you spend your money should be very satisfying to you. You should use money to obtain what you need and what you desire. A clear view of yourself and your value helps you to make choices that reflect what is most important to you.

What Are Values?

Values are big, general ideas of what is important to you. They can be positive, constructive ideas. Values are your guides to progress.

You are not born with values. You learn them from your family, your frineds, the people around you, and from your experiences.

Values are very personal and differ for all individuals. Free time may be very important to Donald, but not to Cindy. Cindy may be willing to put in more time on her job than Donald because getting ahead is very important to her.

Despite our differences, many of us share the same values. Think of your closest friends. Don't you tend to think alike about what is important? Everyone, of course, has many values, but certain values are more important than others. They are said to have priority over the others.

Even though you may not yet be sure which values have priority for you, it is helpful in looking at yourself to try to list your values.

Below are 20 generally accepted values. Check the ones that are important to you and list them in order of priority.

______happy family living
______independence
______respect for authority
______religion
______helpfulness
______equal rights
______physical health

______conformity
______social prestige
______economy
______excellence in work
______friendship
______recognition
______individuality

______material wealth
______education
______new experiences (change)
______security
______influence
______self-improvement
______physical appearance

ASSIGNMENT SHEET #1

These values are most important to me:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

BUYING PRACTICES
UNIT III

ASSIGNMENT SHEET #2--CONSIDER CONSUMER CHOICES

NAME ______________________________ SCORE ____________

Buying is always a matter of making choices. Choices must be made between wants and needs; between one product and another of the same type; between two entirely different kind of products; or between spending your money now or saving it. Do you consider the choices available to you as a consumer?

1. Write down a major purchase (over $25.00) you made in the past six months or that someone made for you. ______________________________

2. Why did you buy the item? ______________________________

3. Was it a "need" or a "want?" ______________________________

   How do you know? ______________________________

   ____

4. What made you want to buy the item? List as many reasons as you can remember, starting with the most important.

   ____

   ____

   ____

   ____

   ____

5. List five other things you would have liked to buy with the same money.

   ________________ ________________

   ________________ ________________

   ____

6. How much money can you earn in an hour? __________ How many hours would you have to work to earn the money to pay for your purchases? __________

ASSIGNMENT SHEET #2

7. If a rich aunt suddenly gave you $500, how would you spend it? Make a shopping list in the blanks that follow and indicate on the line to the right of each item whether it is something you want or something you need.

Item	Want or Need	Cost

BUYING PRACTICES
UNIT III

ASSIGNMENT SHEET #3--SURVEY CONSUMER BUYING HABITS

NAME ______________________________ SCORE ______________

PART I

In this activity you will be looking at your buying habits and comparing them to the habits of other people in your class and community. Before you go further answer the following questions. Circle your answer.

1. When buying soft drinks, you look for

   a. the best-known brand.
   b. a brand that tastes the best.
   c. the least expensive brand.
   d. the brand with the fewest calories.

2. Whe shopping for jeans, you buy

   a. the most famous brand.
   b. the brand that fits best although it isn't well known.
   c. a new style of jeans; one that will make you stand out a little in your crowd.
   d. jeans that will wear the longest.

3. When getting a haircut (and paying for it yourself), you worry most

   a. that your friends like it.
   b. that it will be the right length.
   c. that the price is reasonable.
   d. that it will be easy to take care of.

4. When buying shampoo you look for

   a. a brand best suited for your type of hair.
   b. a new brand whose advertisements you like.
   c. the brand your friends use.
   d. a brand whose fragrance you like.

5. When you make a purchase, you are most influenced by

   a. you parents.
   b. your friends.
   c. advertisements.
   d. your teacher.

ASSIGNMENT SHEET #3

2. What do your answers say about you as a person and about your values?

3. As a class add up how each of you answered the five questions. What do the answers show about the values of your class?

4. Are your values different from those of the class? ____________

   How? ____________

If you like, you may use the questions in Part II to find out about buying habits of people in your community.

ASSIGNMENT SHEET #3

PART II

Take a close look at your buying habits. Using a recently purchased item, complete the following questions to decide what influences your buying habits.

1. What did you buy?______________________________
2. Was it a planned purchase of a spur-of-the-moment one?________________
3. Did advertisements affect your decision? How?____________________
4. How was the item displayed?____________________________
5. What attracted you to the display?__________________________
6. How did salespeople influence you?__________________________
7. Did you compromise in any way? (Was it exactly what you wanted?)__________
8. Was there anything you considered buying but decided against? Why?__________
9. Why did you go to this store?____________________________
10. How would you describe your basic shopping habits?__________________

BUYING PRACTICES
UNIT II

ASSIGNMENT SHEET #4--DISTINGUISH BETWEEN PLANNED AND IMPULSE BUYING

NAME ______________________________ SCORE ____________

Imagine yourself in a situation trying to decide between a needed and a wanted purchase. Describe the setting below (type of store, what attracts you to the impulse item, what it looks like) and write down the arguments for "Impulse" and "Reason" that influence you.

Setting: ____

____

____

____

REASON	IMPULSE

Who wins? ____________ Why? ______________________

____

____

BUYING PRACTICES
UNIT III

ASSIGNMENT SHEET #5--EVALUATE ADVERTISING

NAME ______________________________ SCORE ______________

PART I

Many commercials tell consumers that they have a "problem," which can be solved only by the use of their product. For example, if your problem is that your dishes are dirty even after you wash them, then what you need is Brand X detergent. Not only will your dishes be clean, but you have lots of friends and romances.

Choose an advertisement from a newspaper or magazine.

1. What is the product being advertised? ______________________________

   Briefly, describe the advertisement. ______________________________

   ____

   ____

2. What is the problem that the advertisement says you have? ______________

   ____

   ____

3. How will the product help solve the problem? ______________________

   ____

   ____

4. Does the advertisement say, or suggest, that in addition to solving your problem, you will get extra benefits from using the product? ______________

   If so, what are they? ______________________________

   ____

   ____

   ____

   ____

ASSIGNMENT SHEET #5

PART II

1. Watch TV for one hour, keeping track of the commercials.

   How many ads were there in the hour?____________________

   What audience were the advertisements directed toward?____________________

   ____

   How much time did they take?____________________

   Were there any commercials for products that are harmful to people?__________

   ____

   If so, what were they?______________________________

   ____

2. In class, work with a group of other students and compare your answers to question five. Find the average number of commercials per hour and the number of minutes used. Record your findings below.

   ____

   ____

   ____

   ____

   ____

ASSIGNMENT SHEET #5

PART III

1. When the advertising team put together their TV commercial, they helped make it appealing by choosing ingredients that would be attractive to our eyes and ears. Choose a very effective TV commercial and decide what was done to make the advertisement attractive.

   ____

   ____

2. All admakers must consider the same areas, but obviously, the ingredients that work for a TV or magazine ad can't be used as well in a radio ad, and vice versa. On which ingredients does the magazine ad rely?____________________

   A radio ad?______________________________

3. Find a magazine ad that you consider very effective.

   Describe the ingredients that make it appealing:________________

   ____

   ____

   ____

   ____

4. Now rework the ad so you can present it in front of the class as a 30-second radio commercial. (You may want to use music or sound effects for your presentation.) Remember, the ideas communicated through color and pictures must now be conveyed through sound. Write what you will say below:

   ____

   ____

   ____

   ____

ASSIGNMENT SHEET #5

PART IV

Advertisers haven't forgotten that many consumers are children, and they aim millions of dollars worth of advertising toward this audience. Since a lot of little children can't read, most advertising aimed toward them appears as television commercials on Saturday mornings. Using this sheet to keep a record, watch TV for an hour or so on Saturday morning.

Read this questionnaire before you start.

1. How many ads did you see in one hour? ____________________
2. How much time was taken by commercials? ____________________
3. List the products that were advertised: ____________________

   ____

   ____
4. What kinds of products were advertised most often? ____________________

   ____

   ____
5. What appeals were used most often? ____________________

   ____

   ____
6. Describe one commercial in detail, including in your description the product advertised and the appeals used in the ad. Also describe how the ad looked and sounded. Do you think it was a successful ad? Why?

   ____

   ____

   ____

   ____

   ____

   ____

ASSIGNMENT SHEET #5

7. What effect do you feel that advertising has on children?____________________

ASSIGNMENT SHEET #5

PART V

Using advertising correctly is a consumer challenge. Advertising is all around us--on billboards and signs; in newspapers, magazines, and circulars; and on radio and television. Through advertising, information is relayed from manufacturers to consumers. On the other hand, advertisements tempt us to buy in many ways. Some appeal to emotions--the need for love or acceptance by others. People often plan their shopping with the help of advertisements.

Advertisements should be studied from two points of view: (1) for information about the product and (2) for deceptive or misleading statements. Use the checksheet below to analyze an advertisement of your choice. Attach or describe the advertisement on the back of the page.

1. Do you need the item being advertised?

2. What does the product contain and how is it made?

3. Is the product needed or helpful?

4. How economical is the product?

5. How long will the product last?

6. How does its price compare with the prices of similar products?

ASSIGNMENT SHEET #5

7. Does the item carry any seals identifying its quality or any evidence of qualified tests?

____

____

8. What proof is used to back up the statements?

____

____

9. Are there any service or maintenance problems?

____

____

10. Are any of the advertising statements deceptive or misleading?

____

____

11. Does the advertisement appeal to your intelligence or your emotions?

____

____

12. Does the advertisement make you feel confident that if you buy you will be satisfied?

____

____

BUYING PRACTICES
UNIT III

ASSIGNMENT SHEET #6--EVALUATE A LABEL

NAME ______________________ SCORE __________

Good labels can provide the kind of information one wants and needs for the selection of products. Good labeling gives not only quality standards and grades but also important facts that you may want to know.

The buyer should read labels carefully to obtain information such as (a) the weight or the volume, (b) the grade or the quality, and (c) an analysis or a description of the contents.

Select at least two different kinds of labels such as a food label, clothing label, cosmetic or personal product label, and evaluate each using the following checklist. Place a (✓) in the appropriate column. Attach labels to the back of this assignment sheet.

LABEL INFORMATION	LABEL #1	LABEL #2
Specific descriptive statements		
Facts regarding quality		
Facts regarding quantity		
Grades or other similar designations		
Certificate or other mark of approval or guarantee		
Instructions for proper use and care		
WARNINGS		

1. Which label contained the most complete information?

____

2. What other information would be useful?

Label #1 ______________________________

____

Label #2 ______________________________

____

ASSIGNMENT SHEET #6

3. Do you think labeling should be more strict? Why or why not?

____

____

____

BUYING PRACTICES
UNIT III

ASSIGNMENT SHEET #7--EVALUATE A WARRANTY

NAME ______________________________ SCORE ______________

A limited warranty must clearly state what it does and does not cover. It must also tell where and how to get the service guaranteed under the warranty. Evaluate the warranty printed below to decide if it includes all the necessary information.

Sanasoonic Company, MNH, or SSC will repair and exchange parts for this tape recorder free of charge in the U.S.A. and Puerto Rico in the event of a manufacturing defect, as follows:

PARTS. New or comparable rebuilt parts in exchange for defective parts for one (1) year after original purchase.

BATTERIES (For Battery-Operated Tape Recorders). New batteries in exchange for original batteries which fail to operate within ten (10) days after original purchase.

LABOR. Carry-in service for ninety days after original purchase.

SERVICE. Carry-in service can be obtained during the labor warranty period by bringing your unit to any Sanasoonic Servicenter. To locate the Sanasoonic Servicenter nearest your home, refer to the Sanasoonic Servicenter directory enclosed with your tape recorder.

PARTS EXCHANGE. After your labor warranty period is over, any defective part can be exchanged under the parts warranty by bringing it to any Sanasoonic Servicenter. Labor for removal and installation is available at your expense.

A purchase receipt or other proof of date of original consumer purchase will be required before warranty performance is rendered.

This warranty covers normal consumer use and does not cover damage which occurs in shipment or failure which results from alteration, accident, misuse, abuse, neglect, installation, improper maintenance, or commercial use.

This warranty gives you specific legal rights and you may also have other rights which vary from state to state.

If a problem with this Sanasoonic tape recorder develops during or after the warranty period, first contact your Sanasoonic dealer or Sanasoonic Servicenter. If the problem is not handled to your satisfaction, then write to the Sanasoonic Consumer Affairs Division, P.O. Box X, Lostville, Oklahoma 72101.

ASSIGNMENT SHEET #7

After you have read the warranty, write answers to the questions below.

1. a. How long are parts covered under this warranty? ______________________

   b. What could you do about a part that breaks after the labor warranty period ends? ______________________

2. a. How long are batteries covered? ______________________

   b. Which do you think would normally wear out first, parts or batteries? __________

   ____

   c. If the warranty included only parts or batteries which would you want to be sure to have covered? ______________________

   Why? ______________________

3. a. How long is labor covered under this warranty? ______________________

   b. What do you think "carry-in service" means? ______________________

   c. What would you do if you were too far away for carry-in service? __________

   ____

4. This warranty does not cover certain kinds of damage. Describe something that could happen to the tape recorder that would not be covered by the warranty.

   ____

   ____

BUYING PRACTICES
UNIT III

ASSIGNMENT SHEET #8--INTERPRET A WRITTEN CONTRACT

NAME____________________ SCORE____________________

A contract is an agreement between two or more competent parties that creates an obligation enforceable by law. If one of the parties does not carry out their part of the agreement, the other party may take legal action. IT IS IMPORTANT THAT YOU READ AN ENTIRE CONTRACT BEFORE YOU SIGN. Ask for an explanation of parts you do not understand.

A legally binding contract has four parts:

The parties involved must agree on all the terms.

There must be something of value exchanged.

The parties making the agreement must be competent. For example, if a person is a minor or is proven mentally incompetent, they are not usually considered a responsible party in the eyes of the law.

The purpose of the contract must be legal. For example, illegal bets cannot be enforced through a court of law.

Read the following contract and answer the questions that follow.

LEASE

Location *1515 S. Western, Nowata, Oklahoma*

Monthly rent $*350.00* Amount of deposit $*60.00* Rent to begin *5/1/80*

Name *Terra Mussett*
Number in family: *2* Adults *1* Children *5* (ages)
Name (s) of other adult (s) in family *Kirk Mussett*

Present Address *412 S. Maple* How long? *3 yrs.* Phone *624-5678*
Present Landlord *Joe Cox* Address *123 S. Elm*
Previous Landlord *Harry Smith* Address *101 W. Apple Lane*
Name of Employer *Sunnyside Grocery* Position *Manager*
How long at this job? *2 yrs.* Name of immediate supervisor: *Greg Griffith*
Other adult's employer *Rogers High School* Position *Asst. Principal*
Business Reference
Name *Stock Exchange Bank* Business *Savings and Loan* Address *456 E. Main*
Relative (s) not living with you:
Name *Jon Mussett* Address *980 W. Hill Drive* Phone *(405(631-3974*
Name________ Address________ Phone________
Number of automobiles: *2*

100-H

ASSIGNMENT SHEET #8

This lease Made this 1 day of May, 1980 by and between Robin Hendrix, Hometown Realty of the first part, and Terra Mussett of the second part

Witnesseth That said first party in consideration of the covenants and agreements hereinafter set forth, does by these presents demise, lease and let unto the second party, the following described property situated in the County of Hefner, State of Oklahoma, to wit:

1515 S. Western Nowata, Oklahoma

To have and to hold the same unto the second party from the 1 day of May, 1980, to the 1 day of May, 1981, and said party in consideration of the premises herein set forth agrees to pay the first party as rental for the above described premises the amount of $ 350 per month

Paid in advance on the 1st day of each and every month and being due and delinquent by the 10th of each month. The party of the second part shall deposit a $60.00 Cleaning and key deposit with the party of the first to insure against damages. The cleaning and key deposit shall be refunded in full to the second party upon leaving the premises in as good or better condition than in which they received it. A $10.00 fee will be charged on all payments made after the tenth of each month. If payments become 30 days past due the party of the second part surrenders all rights to the first party and any legal recourse and automatically null and void this lease and agree to leave peaceably and agree to pay all existing payments upon demand.

It is Further Agreed

1. That the second party shall not assign this lease or underlet said premises or any part thereof, without the previous consent in writing of the first party;
2. That at the expiration of this lease, or sooner determination thereof, the second party shall give peaceable possession of the premises to the first party and in as good condition as they are now, the usual wear and tear and damage by fire or other unavoidable casualty excepted;
3. That upon the failure of the second party to pay the rentals or any part thereof as herein provided, or to otherwise comply with the terms and conditions of this lease, then the first party may declare this lease thereby ended and determined, and re-enter and take possession of the premises, and notice of such election and demand of possession are hereby waived;
4. That this lease shall not be considered renewed except by agreement of the parties hereto;
5. That the covenants and agreements of this lease shall extend to and be binding upon the heirs, executors, administrators and assigns of the parties hereto where the context hereof requires or admits.
6. That the second party shall maintain the landscaping in a reasonable manner
7. That the first party will be able to show the property at 1515 S. Western the last 30 days of the lease.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands the day and year first above written.

(Signature) (Signature)

ASSIGNMENT SHEET #8

After reading the contract, answer the following questions relating to a written contract.

1. What is the date and place of the agreement?______________________________
2. Who are the parties entering into the agreement?
3. What is the agreement covered by the contract?
4. What is the statement of the money, services, or goods given in the agreement?
5. Are the necessary signatures on the contract? Explain.

BUYING PRACTICES
UNIT III

ASSIGNMENT SHEET #9--PLAN STRATEGY TO AVOID CONSUMER FRAUD

NAME ______________________________ SCORE ______________

PART I

Frauds work because some people hope they'll get something for nothing. People who follow the advice given in the chart below are protecting themselves from swindlers. Read the suggestions for avoiding fraud and check off the colums that indicate your reactions. You may check off one or more columns for each item.

I usually follow this advice.	Forgetting to follow this advice has caused problems for me.	I hope to improve in this area.	I think that most people could improve in this area.	
				1. Compare prices and values before purchasing
				2. Read and understand everything in a contract before signing
				3. Believe that you can't get something for nothing
				4. Examine warranties before buying
				5. Buy something because of what you decided and not because of pressure from a salesperson
				6. Compare sale price to decide if item is truly on "sale"
				7. Find out how much it will cost to buy on credit
				8. Think things over before buying

(NOTE: Don't buy on impulse!)

BUYING PRACTICES
UNIT III

ASSIGNMENT SHEET #10--EVALUATE A LETTER OF COMPLAINT

NAME ______________________________ SCORE ______________

Perhaps you've had trouble with something you've bought. Can you write a good letter explaining what you think should be done? Assume that you've written the letter of complaint printed here. After reading the letter, answer the questions on the next page.

Amie Stone
790 S. Adams
Smalltown, Oklahoma 12345
July 1, 1980

Robert Gauntlett
Customer Service Manager
Jeans and Shirts, Incorporated
631 Fifth Avenue
Iowa City, Iowa 52240

Dear Mr. Gauntlett:

On June 17, 19___, I paid $17.95 for a patchwork shirt made by Jeans and Shirts, Incorporated. I bought it at JEAN SCENE, which is located at 2525 W. 39th in__________________________________(your city and state). A copy of the sales slip is enclosed. Although I followed the washing instructions on the label, the first time the shirt was washed, it was completely ruined. The colors ran together and most of the seams came apart.

Bill Johnson, the manager of JEAN SCENE, refused to return my money when I brought the shirt back on June 23, 1980. I feel that Jeans and Shirts, Incorporated should refund the purchase price to me.

Sincerely,

Amie Stone

Amie Stone

ASSIGNMENT SHEET #10

1. Why should you be sure to include your own address and the date when you write a business letter?

2. What are the advantages of finding the name of one of the company's executives and addressing your letter to them?

3. Where might you be able to get a company's address?__________

4. What does this letter say that the company should do?__________

5. Why would it be a good idea to keep a copy of your letter for yourself?__________

6. Would you send a copy of your original warranty and sales slip with a letter of complaint?

   Why or why not?__________

BUYING PRACTICES
UNIT III

ASSIGNMENT SHEET #11--IDENTIFY AGENCIES TO HANDLE COMPLAINTS

NAME ______________________________ SCORE ______________

The last step in making a consumer complaint is to report action to the correct place if manufacturer is not helpful. Consider the following situations. In each situation consumers followed the steps in making complaints and received help from the manufacturer. Identify the agency that you would contact to handle the following complaints. Use unit information and other available resources to assist you in completing this assignment.

COMPLAINT	AGENCY YOU WOULD CONTACT
Betty discovered that the labeling was incorrect on the makeup she just bought.	______________________ ______________________ ______________________
The post office lost a package that Bill mailed last Christmas.	______________________ ______________________ ______________________
Jamie found that the FHA fund raising project was not represented properly represented by the company.	______________________ ______________________ ______________________
Bryan has had problems with his refrigerator since he bought it.	______________________ ______________________ ______________________
Joyce found that the fabric she purchased and cared for as directed on on the care label was ruined when she followed instructions.	______________________ ______________________ ______________________

ASSIGNMENT SHEET #11

COMPLAINT	AGENCY YOU WOULD CONTACT
Tom has had problems with tires that he purchased recently.	______________________________ ______________________________ ______________________________
Bryan joined a record club and found that the advertisement he responded to was false. He has received bills for merchandise that he has never received.	______________________________ ______________________________ ______________________________

BUYING PRACTICES
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #7

1. a. One (1) year after original purchase
   b. Any defective part can be exchanged under the parts warranty by bringing it to any Sanasoonic Servicenter. Labor for removal and installation is available at your expense
2. a. 10 days
   b. Batteries
   c. Parts; evaluated to satisfaction of instructor
3. a. Carry-in service for 90 days after original purchase
   b. Customer brings appliance to repair shop or servicenter
4. Evaluated to satisfaction of instructor

Assignment Sheet #11

1. Local Food and Drug Administration

2. Consumer Advocate
U.S. Postal Service
Room 5920
L'Enfant Plaza, West S.W.
Washington, D.C. 20260

3. Council of Better Business Bureaus
1150 Seventeenth St., N.W.
Washington, D.C. 20036

4. Major Appliance Consumer Action Panel
20 N. Wacker Dr.
Chicago, Illinois 60606

5. Regional offices of Federal Trade Commission

6. National Highway Traffic Safety Administration
Office of Public Affairs and Consumer Services
400 Seventh St. S.W.
Washington D.C. 20260

7. City and county consumer protection agencies

BUYING PRACTICES
UNIT III

TEST

NAME ________________________________ SCORE ______________

1. Match terms associated with buying practices to the correct definitions. Place the correct numbers in the blanks provided. Definitions are continued to the next page.

______a. Advertising that uses attitudes and excites people to buy even if it is not a logical purchase

______b. Items one is able to live without

______c. Ideas, beliefs, and feelings that are important to us and influence what we do

______d. Any of two or more ideas from which a choice must be made

______e. Aims that may not be reached for years

______f. Considering choices and deciding on the best one

______g. Securing information from several sources about quality, features, services, and cost of a product before purchase

______h. Aims which an individual works toward

______i. Purchasing without thinking if items are needed

______j. Legal agreement between two or more parties; enforceable by law

______k. Aims that are set for the near future

______l. Something that is said or done that deceives, tricks, or cheats a consumer

1. Impulse buying
2. Decision-making
3. Values
4. Goals
5. Short-term goals
6. Long-range goals
7. Wants
8. Needs
9. Resources
10. Alternatives
11. Contract
12. Fraud
13. Comparative buying
14. Rational appeal
15. Emotional appeal
16. Swindle

______m. All the ways and/or means used to obtain needs and wants

______n. Advertising that centers on logic by providing basic facts and information

______o. Desires, NOT necessities

______p. Getting money or property from consumers under false pretenses

2. Select from the list below characteristics of a wise shopper. Mark each correct answer with an "X."

______a. Values salesperson's advice

______b. Compares prices and stores

______c. Uses consumer buying guides

______d. Realizes that buying involves making many kinds of choices

______e. Purchases most expensive items

______f. Determines values and goals

______g. Purchases large quantities

3. Select from the following list factors that affect consumer spending. Mark each correct answer with an "X."

______a. Family situation

______b. Peer influence

______c. Credit

______d. Advertising

______e. Attitudes about the future

______f. Values

______g. Cost

4. Name three consumer questions to answer before deciding to buy.

a. ____

b. ____

c. ____

5. Arrange in order steps in the decision-making process. Place a "1" by the first step, a "2" by the second step, and so on.

______a. Make a decision

______b. Consider resources

______c. Act

______d. State or define the problem; know what you have to make decision about

______e. Evaluate the results

______f. Relate problem to personal goals and values

______g. Consider alternatives

______h. Get the facts

6. Name kinds of shopping facilities.

a. ____

b. ____

c. ____

7. Match consumer buying guides to correct descriptions. Place the correct numbers in the blanks provided.

______a. Measures of quantity, weight, and extent

______b. Promise that an article will function correctly for a certain amount of time or the seller must replace or repair the item

______c. Label given to a product to encourage people to ask for it again after using it the first time

______d. Provides information about a product

______e. Method of informing consumers about products to sell goods and services

______f. Standards of quality

1. Advertising
2. Brand names
3. Standards
4. Grades
5. Labels
6. Warranty

8. Name the advantages of advertising for the consumer.

a. ____

b. ____

c. ____

9. Match types of consumer fraud to the correct descriptions. Place the correct numbers in the blanks provided.

______a. Making false or exaggerated claims about the quality and performance of a product

______b. Advertising at a cutrate price with no mention that only a few items are available at that price; lures customers into store for higher priced item

______c. Consumers are informed that they have "won" a prize when actually they must purchase something to obtain their prize

______d. Sending items to person without their request, followed by a letter demanding payment

______e. Offers for persons to increase their income without leaving their residence

______f. Home sales for items like roofing, aluminum siding, lightning rods, paint, or magazines

______g. Companies offering merchandise through the postal system

______h. Consumers are told this price is the "sale of the century"

______i. Offers great savings to indviduals through phone calls

1. Door-to-door fraud
2. Deceptive pricing
3. Mail order fraud
4. Bait and switch
5. Fictitious pricing/misrepresentation
6. Unordered product
7. Contest fraud
8. Earn-money-at-home fraud
9. Telephone fraud

10. Name three sources of consumer protection.

a. ______________________________

b. ______________________________

c. ______________________________

11. Select from the following list information required on a written contract. Mark each correct answer with an "X."

______a. Date and place of the agreement

______b. Race, age, sex, and marital status

______c. Statement of money, services, or goods given in agreement

______d. Signatures of both parties or of legal agents _____e. Social security number

_____f. Names and identification of parties entering into agreement

_____g. Statement of agreement covered by contract

12. Discuss precautions in signing contracts.

____

____

____

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____

13. Discuss how a contract becomes defective.

____

____

____

____

____

____

14. Arrange in order steps in making a consumer complaint by placing a "1" by the first step, a "2" by the second step, and so on.

_____a. Consult legal advice if necessary

_____b. Write to the manufacturer if store is unable or unwilling to help you

_____c. Report action to correct agency if manufacturer is not helpful

_____d. Return to place where you purchased the item or service and explain your problem in a factual manner

15. Determine personal values.
16. Consider consumer choices.
17. Survey consumer buying habits.
18. Distinguish between planned and impulse buying.
19. Evaluate advertising.
20. Evaluate a label.
21. Evaluate a warranty.
22. Interpret a written contract.
23. Plan strategy to avoid consumer fraud.
24. Evaluate a letter of complaint.
25. Identify agencies to handle complaints.

(NOTE: If activities 15-25 have not been finished before the test, ask your instructor when they should be completed.)

BUYING PRACTICES
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The point system designated in parentheses is intended to be a guideline and should be adapted to meet the needs of each teaching-learning process. The point total is 250.)

1. (32 points)

   a. 15
   b. 8
   c. 3
   d. 10
   e. 6
   f. 2
   g. 13
   h. 4
   i. 1
   j. 11
   k. 5
   l. 12
   m. 9
   n. 14
   o. 7
   p. 16

2. (14 points)

   b, c, d, f

3. (14 points)

   a, b, c, d, e, f

4. (3 points)

   Any three of the following:

   a. Do I really need it? If so, why?

   b. Is it worth the cost in terms of my effort to earn the money?

   c. Is there a better use for the money?

   d. Am I buying it to do as other do? To show off? To make someone envious? To make myself feel important?

   e. If I must buy on credit, is it worth the extra money spent on credit?

5. (16 points)

   a. 6
   b. 3
   c. 7
   d. 1
   e. 8
   f. 5
   g. 4
   h. 2

6. (3 points)

   a. Retail stores
   b. Nonstore retailers
   c. Cooperatives

7. (12 points)

   a. 3
   b. 6
   c. 2
   d. 5
   e. 1
   f. 4

8. (3 points)

   a. Educational value
   b. Product inforamtion
   c. Economic benefits

9. (18 points)

   a. 5
   b. 4
   c. 7
   d. 6
   e. 8
   f. 1
   g. 3
   h. 2
   i. 9

10. (3 points)

    Any three of the following:

    a. Federal consumer agencies
    b. State and local consumer agencies
    c. Private sources
    d. Seals of approval
    e. Professional associations
    f. Better Business Bureaus

11. (14 points)

    a, c, d, f, g

12. (5 points)

    Discussion should include:

    a. Read entire contract before you sign

    b. Ask for explanation of parts you do not understand

    c. Make sure contract states all conditions and promises as you understand them

    d. Do not accept your copy without signature of other party on contract

    e. Keep your copy of contract in a safe place

    f. Never sign a contract with blank lines

13. (5 points)

    Discussion should incude:

    a. If there is fraud in the form of misrepresentation or concealment of vital facts

    b. If a person makes an agreement as a result of threat or the use of violence

    c. If there has been unnecessary and unfair influence and pressure to the extent that one person has not reached the agreement through their own judgment

14. (8 points)

    a. 4 c. 3

    b. 2 d. 1

15. Evaluated to the satisfaction of the instructor (10 points)

16. Evaluated to the satisfaction of the instructor (10 points)

17. Evaluated to the satisfaction of the instructor (10 points)

18. Evaluated to the satisfaction of the instructor (5 points)

19. Evaluated to the satisfaction of the instructor (15 points)

20. Evaluated to the satisfaction of the instructor (10 points)

21. Evaluated to the satisfaction of the instructor (10 points)
22. Evaluated to the satisfaction of the instructor (10 points)
23. Evaluated to the satisfaction of the instructor (5 points)
24. Evaluated to the satisfaction of the instructor (5 points)
25. Evaluated to the satisfaction of the instructor (10 points)